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ABSTRACT

Designed to help classroom teachers implement the Alabama Course of Study for the social studies, this state curriculum guide covers two areas: the world geography and Alabama history. World geography looks at geographic themes and concepts, physical geography, human geography, the developed world, and the less developed world. Alabama history examines: contemporary Alabama; first inhabitants to statehood; statehood to secession; Civil War, Reconstruction, and recovery; Alabama and the new South; twentieth century Alabama; and local history of community studies. Each area of the guide consists of three distinct sections. The first section is a table of contents that lists what students should learn (student outcomes) in grade 9. After each outcome, page numbers direct the teacher to classroom activities that address the outcome. The second and largest section of the guide consists of classroom activities that are preceded by the specific student outcomes addressed in the activities and notes for teachers that convey information important for effectively carrying out the activities. The third section summarizes the relationship of student outcomes to the Alabama Course of Study on social studies from which the outcomes were taken. This section is designed to serve as a reference for local school systems that may wish to trace the source of each outcome or to rate each outcome as basic, standard, or advanced. (DB)

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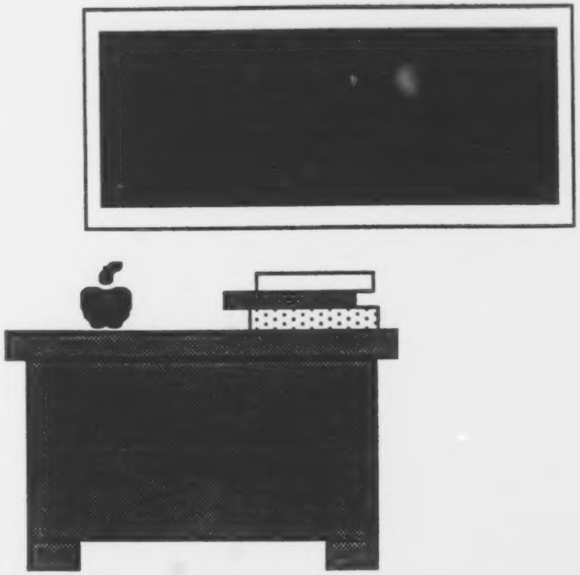

CURRICULUM GUIDE
Grade 9

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Bulletin 1989, No. 35

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SOCIAL STUDIES
CURRICULUM GUIDE
PART I - WORLD GEOGRAPHY

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FOREWORD

This Social Studies Curriculum Guide: Grade 9 is designed to help classroom teachers implement the Alabama Course of Study: Social Studies (Bulletin 1986, No. 31). The guide clearly states what students should learn (student outcomes) in social studies in grade 9. These outcomes appear in the Table of Contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide, then, specifies what to teach as well as ways to teach it.

The Social Studies Curriculum Guide: Grade 9 is supplemental in nature. It will add to material found in textbooks and complement locally developed skills continuums, scope and sequences, and/or curriculum guides. The Social Studies Curriculum Guide: Grade 9 can be used by local education agencies (LEAs) that have no locally prepared guide, or it can serve as a starting point for development of a local guide. In either case, the involvement of local educators in the development of curricula is valued and encouraged. It is hoped that this guide will bring about local expansion activities such as adding to the list of outcomes for a given subject; writing additional activities in specific areas of identified weakness; rating outcomes as basic, standard, or advanced; and developing uniform end-of-unit tests.

Wayne Teague
Wayne Teague
State Superintendent of Education

INTRODUCTION

The Social Studies Curriculum Guide: Grade 9 is one of a series of curriculum guides to be developed by the Alabama State Department of Education. It is part of a larger plan to provide local school systems with a curriculum guide in every subject area, K-12, immediately following the course of study adoption in the same subject area. The first phases of this ambitious project were the development of mathematics curriculum guides for grades K-12 and health curriculum guides for grades K-8 and the required one-half unit. This guide for grade 9 completes the curriculum guide series for social studies, K-12.

The Social Studies Curriculum Guide: Grade 9 has two parts. The World Geography component is found in the first 139 pages and the Alabama History component is contained in pages 140-230.

Each part of the Social Studies Curriculum Guide: Grade 9 consists of three distinct sections. The first section is the TABLE OF CONTENTS that lists what students should learn (student outcomes) in grade 9. After each outcome, page numbers direct the teacher to classroom activities that address the outcome.

The second and largest section of the guide consists of classroom ACTIVITIES. Activities are preceded by the specific student outcomes that are addressed in the activities and NOTES FOR THE TEACHER that convey information important for effectively carrying out the activities.

The third section is referred to as the ORIGINAL SOURCES AND STUDENT OUTCOMES portion of the guide. It summarizes the relationship of student outcomes to the Alabama Course of Study: Social Studies from which the outcomes were taken. This section of the guide will serve as a reference for local school systems that may wish to trace the source of each outcome or to rate each outcome as being basic, standard, or advanced.

ACKNOWLEDGEMENTS

The Curriculum Development Section, under the leadership of Katherine Mitchell, has the responsibility for coordinating the development of curriculum guides. From its beginning, however, curriculum guide development has been viewed as a cooperative effort between specialists in the Division of Student Instructional Services and selected classroom teachers from the public schools of Alabama.

Work on the social studies curriculum guides started in April 1986 when Elizabeth Emens was selected as Project Director, and the identification of student outcomes began. During July and August, classroom teachers joined State Department of Education specialists in writing activities for teaching the identified outcomes. For twelve days a committee of teachers shared ideas and wrote activities. State Department of Education specialists continued writing activities, editing drafts, reading activities for accuracy and clarity, and reviewing student outcomes. After the retirement of Elizabeth Emens in September 1987, a team of department specialists, directed by Dr. Ellinor Black, worked to complete the development of this guide. The department secretaries displayed their usual proficiency and cheerful attitudes in typing numerous revisions, proofreading, and preparing document graphics. The contributions of the people listed below are greatly appreciated.

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SOCIAL STUDIES - GRADE 9
WORLD GEOGRAPHY

Table of Contents

PAGE

GEOGRAPHIC CONCEPTS AND THEMES

1. Identify a region as an area of the earth based upon natural features, cultural features, or a combination of both. 5 - 6
2. List ways in which global perspective has changed. 7 - 8
3. Locate a point on a map or globe using coordinates of latitude and longitude. 9 - 12
4. Determine the distance between two points on a map using a scale of miles. 13 - 15
5. Identify the advantages of using a globe rather than a map to visualize the earth. 16 - 25
6. Identify different types of map projections. 16 - 25
7. Relate the concept of map distortion to curvature of the earth. 16 - 25
8. Name the continents of the world. 16 - 25
9. Compare the sizes of the continents. 16 - 25
10. Compare the sizes of selected countries. 16 - 25
11. Describe several types of maps (for example: political, population, climatic, and economic). 16 - 25

PHYSICAL ENVIRONMENT OF THE WORLD

1. Describe the major landforms, and give an example of each. 26 - 27
2. Describe the crust, mantle, and inner and outer core of the earth. 26 - 27
3. Name three natural forces that shape the earth. 26 - 27
4. Explain the continental drift theory. 26 - 27
5. List and describe five major soil types. 28 - 29
6. Describe the movement of ocean water in terms of waves, drifts, currents, and tides. 30 - 46
7. List four main elements of climate. 30 - 46
8. Name and locate seven general belts of pressure. 30 - 46
9. Explain the effects of latitude, altitude, water, and land upon climate. 30 - 46
10. Explain the orographic effect. 30 - 46
11. Identify the five major climate groups. 28 - 29; 77
12. Identify the specific environmental needs for a given type of industrial center. 47 - 49

HUMAN CHARACTERISTICS OF THE WORLD

1. Compare a country's stage of economic development to its population growth rate. 50 - 59; 60 - 63
2. Explain four stages of population growth in terms of birth and death rates. 64 - 70

SOCIAL STUDIES - GRADE 9
WORLD GEOGRAPHY

Table of Contents

HUMAN CHARACTERISTICS OF THE WORLD (Continued)

PAGE

3. Read and interpret population pyramids. ---------- 64 - 70
4. Identify Thomas Robert Malthus, and summarize his theory on population growth. ---------- 64 - 70
5. Locate the largest population clusters on each of the continents. ---------- 64 - 70; 77
6. Calculate arithmetic density of an area. ---------- 64 - 70
7. Calculate agricultural density, and explain its usefulness to geographers. ---------- 64 - 70
8. Discuss major trends related to population growth. ---------- 50 - 59
9. Explain the effect of technology on a country's capacity to produce food. ---------- 60 - 63
10. Tell how soil conservation is related to food supply. ---------- 60 - 63
11. Analyze factors that influence the type of work people do. ---------- 71 - 72
12. Name four significant achievements in the development of culture. ---------- 73 - 74
13. List three characteristics of each major world culture region. ---------- 5 - 6
14. Identify three countries containing a given type of region. ---------- 75 - 76
15. Name and locate major religions of the world. ---------- 75 - 76; 77
16. Name and locate major language regions. ---------- 75 - 76; 77
17. Name, compare, and locate major political systems. ---------- 75 - 76

DEVELOPED WORLD

1. Define the term "physical environment." ---------- 78 - 83; 84 - 86; 92 - 96
2. Distinguish among the major physical regions of the United States. ---------- 78 - 83; 84 - 86; 87 - 91
3. Describe the kinds of climates that characterize the United States. ---------- 78 - 83; 84 - 86; 87 - 91
4. Compare the general cultural and economic regions of the United States, and list states within each. ---------- 78 - 83; 87 - 91; 97 - 99
5. Describe a number of American cultural characteristics. ---------- 78 - 83
6. Describe the major nationality groups that make up the U. S. population. ---------- 78 - 83
7. Distinguish among the major physical regions of Canada. ---------- 78 - 83; 84 - 86; 87 - 91
8. Describe the kinds of climates that characterize Canada. ---------- 78 - 83; 84 - 86; 87 - 91

SOCIAL STUDIES - GRADE 9
WORLD GEOGRAPHY

Table of Contents

PAGE

DEVELOPED WORLD (Cont'd)

9. Distinguish among the general cultural and economic regions of Canada, and list which provinces are in each. 78 - 83; 87 - 91; 97 - 99
10. Describe several Canadian cultural characteristics. 78 - 83
11. Identify physical features and climate types of Western Europe (British Isles, France, West Germany, Spain, Portugal, Italy, Greece). 78 - 83; 84 - 86; 87 - 91; 92 - 96
12. Compare the economic activities of Northwestern Europe and Southwestern Europe. 78 - 83; 87 - 91; 92 - 96; 97 - 99
13. Compare the cultures of Northwestern Europe to Southwestern Europe. 78 - 83
14. Explain the role of the European Economic Community. 78 - 83; 92 - 96
15. Identify the major physical features of Eastern Europe and the Soviet Union. 78 - 83; 84 - 86; 87 - 91; 92 - 96
16. Compare climate zones of Northeastern Europe and Southeastern Europe and of the Soviet Union. 78 - 83; 84 - 86; 97 - 91
17. Explain the role played by the Soviet Union in the economic and political development in Eastern Europe. 78 - 83; 87 - 91; 92 - 96; 97 - 99
18. Compare the various cultures of the Soviet Union and Eastern Europe. 78 - 83; 92 - 96
19. Identify major physical features of Japan, Australia, and New Zealand. 78 - 83; 84 - 86; 87 - 91
20. Identify and compare the climate and the natural resources of Japan, Australia, and New Zealand. 78 - 83; 84 - 86; 87 - 91
21. Compare patterns of economic development in Japan, Australia, and New Zealand. 78 - 83; 87 - 91; 97 - 99
22. Identify and compare the cultures of Japan, Australia, and New Zealand. 78 - 83; 100 - 113

LESS DEVELOPED WORLD

1. Identify and compare the physical regions and the climates of Northern, Central, and Southern Africa. 78 - 83; 84 - 86 87 - 91; 92 - 96
2. Identify and compare the natural resources of Northern, Central, and Southern Africa. 78 - 83; 84 - 86 87 - 91; 92 - 96

SOCIAL STUDIES - GRADE 9
WORLD GEOGRAPHY

Table of Contents

PAGE

LESS DEVELOPED WORLD (Continued)

3. Identify and compare various cultural groups in Northern, Central, and Southern Africa. ------- 78 - 83; 92 - 96; 114 - 118
4. Identify and compare economic development in Northern, Central, and Southern Africa. ---------- 78 - 83; 87 - 91; 97 - 99
5. Identify the physical regions and the climate of the Middle East. --------------------------- 78 - 83; 84 - 86; 87 - 91
6. Identify and explain the effect on life of the major natural resources in the Middle East. ---- 78 - 83; 84 - 86; 87 - 91; 97 - 99;
7. Identify and compare the three major cultural/religious groups in the Middle East. ------------ 78 - 83; 119 - 123
8. Identify and compare the physical regions and the climate of Asia. ---------------------------- 78 - 83; 84 - 86, 87 - 91; 92 - 96
9. Identify and compare the natural resources of Asia, and explain their effects upon life in the various regions. -- 78 - 83; 84 - 86; 92 - 96; 97 - 99
10. Identify and compare the various cultural groups of Asia. ---------------------------------- 78 - 83; 92 - 96; 124 - 127
11. Identify and compare the economic development of different areas in Asia. ------------------- 78 - 83; 87 - 91; 92 - 96; 97 - 99;
12. Identify and compare the physical regions and the climate of Latin America. ----------------- 78 - 83; 84 - 86; 87 - 91; 92 - 96
13. Identify and compare the natural resources of Latin America, and explain the development and use of the natural resources.-- 78 - 83; 84 - 86; 87 - 91; 92 - 96; 97 - 99
14. Identify and compare the various cultural groups in Latin America. -------------------------- 78 - 83; 92 - 96; 128 - 130
15. Identify and compare economic development in Latin American countries. ---------------------- 78 - 83; 87 - 91; 92 - 96; 97 - 99

OUTCOMES DOCUMENT -- 131 - 139

AREA: GEOGRAPHIC CONCEPTS AND THEMES

OUTCOME: 1. Identify a region as an area of the earth based upon natural features, cultural features, or a combination of both.

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOME: 13. List three characteristics of each major world culture region.

NOTES FOR THE TEACHER

As students study the regions of the earth, knowledge concerning the basic elements of culture and natural features used to identify a region should be stressed. Some basic elements of culture include education, the arts, social organization, religion, language, form of government, and levels of economic and technological development. Natural features used to identify a region include types of climate, vegetation, landforms, waterways, and natural resources.

ACTIVITY 1

Direct students to compile a list of declarative statements describing regions of the earth on the basis of natural and/or cultural features. Explain that each declarative statement should not specifically name a region, but the description of the region should be specific. Have students write the name of the region in parentheses at the end of each declarative statement. Compile the declarative statements and select a chairperson or an impartial "emcee" (for example, the teacher) to read the statements to students. Group students into teams for competition, or have each student compete individually for extra points. Tell students to respond with a question that correctly identifies the region. The entire activity is based on the television quiz show "Jeopardy." Use the following procedure:

1. Chairperson (reads statement): "The people in this country are organized into a caste system which is linked to the Hindu religion." Student (responds with question): "What is India?"
2. Chairperson: "The desert covers the northern part of this continent." Student: "What is Africa?"

ACTIVITY 2

Select pictures of people in a variety of religious, technological, agricultural, climatic, governmental, and economic settings. Guide students in looking for cultural and/or natural features that are recognizable in the picture. Have students apply previous knowledge in order to identify the region represented by the picture. Some examples of convergent questions for the teacher to ask students are included in the activity that addresses the following outcomes: DEVELOPED WORLD-OUTCOMES 1, 2, 3, 7, 8, 11, 15, 16, 19, 20 and LESS DEVELOPED WORLD-OUTCOMES 1, 2, 5, 8, 9, 12, 13 (pp. 84-86).

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: GEOGRAPHIC CONCEPTS AND THEMES

OUTCOME: 2. List ways in which global perspective has changed.

NOTES FOR THE TEACHER

The purpose of this activity is to make students more aware of the changes in various fields of study over a given period of time.

ACTIVITY

Divide students into pairs. Assign each pair of students to a particular time period. (For example, assign one pair of students to the 1970s and another pair of students to the 1980s, or assign one pair of students to the nineteenth century and another pair of students to the twentieth century.)

Assign each pair of students one particular field of study for research. (Examples of topics or fields include the following: population, natural resources and ecology, food and agriculture, economics, trade, transportation, politics, communication, and technology.) Direct students to identify examples of changes in global perspective. (For example, advances in most types of communication, technology, and transportation have created a "shrinking world." The increase in world population has changed global perspective regarding the provision of food, air, water, clothing, and shelter necessary to sustain and support human life.)

Instruct students to present research findings to other students through a variety of methods:

1. Role-play - Have students dress in costumes typical for their assigned time periods. Through the process of story telling in the first person, ask students to present material.
2. Display - Have students show models, pictures, or other examples while presenting research findings. Present displays in a case or on a bulletin board.

ACTIVITY (Continued)

3. T.V. Show - Have students present material using the format of a news broadcast.
4. Drama - Have students write and present a skit involving the discovery of a time capsule from the past and the creation of a time capsule for the future.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: GEOGRAPHIC CONCEPTS AND THEMES

OUTCOME: 3. Locate a point on a map or globe using coordinates of latitude and longitude.

NOTES FOR THE TEACHER

To perform this skill students must:

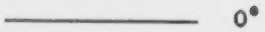
- Have a working knowledge of a grid system,
- Know the definitions of latitude and longitude,
- Know that lines of latitude are also called "parallels" and lines of longitude are called "meridians,"
- Know that the prime meridian (0° longitude) is the reference point for lines of longitude and that the equator (0° latitude) is the reference point for lines of latitude,
- Know where both north and south lines of latitude are located on both a map and a globe,
- Know which lines of longitude are east lines of longitude and which are west lines of longitude,
- Know that there are 90 degrees of latitude north of the equator and 90 degrees of latitude south of the equator,
- Know that there are 180 degrees of longitude east and 180 degrees of longitude west of the prime meridian,
- Know that one crosses the international date line at the 180° line of longitude going either east or west, and
- Know how to define the term "exact location."

STEPS TO SUCCESS

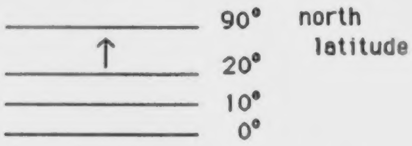
Make sure each student clearly understands the foundation lesson by presenting the lesson sequence in the activities. Have students complete chalkboard and desk work prior to using a map or globe. After students are familiar with using latitude and longitude to locate places on a map or globe, allow them to work in pairs or small groups. Check each student's progress in the development of this skill.

ACTIVITY 1

1. Draw a line on the chalkboard to represent the equator and label it 0°.

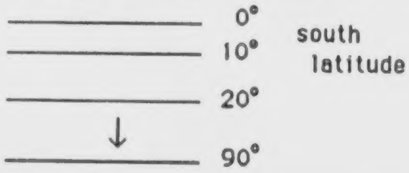


2. Illustrate north latitude by drawing lines to 90° in increments of 10°.



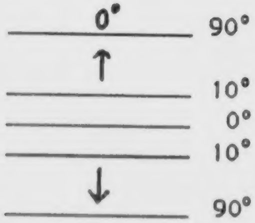
3. Have students complete the exercise on paper at their desks, emphasizing that the lines of latitude above the equator are the lines of north latitude.

4. Draw below the equator the lines of south latitude.
Illustrate south latitude by drawing lines to 90° in increments of 10°.



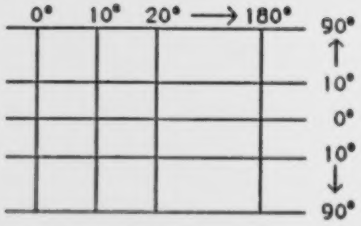
5. Have students complete the exercise on paper at their desks, emphasizing that the lines of latitude below the equator are the lines of south latitude.

6. Add to the chalkboard the grid system of the prime meridian. Have the students add the prime meridian to their grid system.



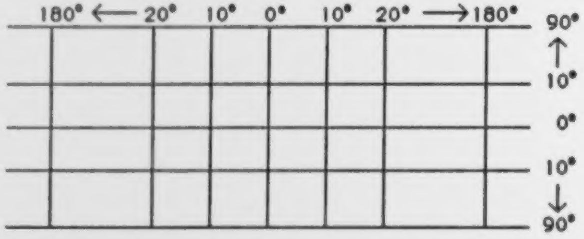
ACTIVITY 1 (Continued)

7. Add the 180° of east longitude in increments of 10°.



8. Have students complete the exercise at their desks, emphasizing that the lines of longitude east of the prime meridian (or to the right) are lines of east longitude.

9. Add the 180° of west longitude in increments of 10°.



10. Have students complete the exercise at their desks, emphasizing that the lines of longitude west of the prime meridian (or to the left) are lines of west longitude.

11. After students have drawn their grid systems, direct them to find exact locations by plotting points such as the following:

    1. 19°S, 23°E (read 19° south latitude and 23° east longitude)
    2. 25°N, 55°W
    3. 10°N, 40°W
    4. 60°S, 10°E
    5. 0° latitude, 0° longitude

12. Have students volunteer to plot these points on the chalkboard. Instruct other students to check the work on the chalkboard.

ACTIVITY 2

1. Using the grid system, have students determine other points to plot.

2. Have students volunteer to come to the chalkboard to plot their exact locations. Instruct other students to check for mistakes or to ask questions if the process of plotting is not clear.

ACTIVITY 3

1. Have students use skills to locate exact points or places on a map.

2. Using an atlas index as a reference, have students select 25 cities to locate on a map by using lines of latitude and longitude.

   Examples:

   1. 50°30'N, 0°07'W (London)
   2. 30°N, 90°W (New Orleans)
   3. 34°S, 58°W (Buenos Aires)
   4. 36°N, 140°E (Tokyo)
   5. 32°N, 86°W (Montgomery)
   6. 41°N, 74°W (New York)

AREA: GEOGRAPHIC CONCEPTS AND THEMES

OUTCOME: 4. Determine the distance between two points on a map using a scale of miles.

NOTES FOR THE TEACHER

Supplies needed for this activity are classroom maps, individual maps, a straight-edged ruler, and string. Use a variety of scales to demonstrate using scales in measuring distances.

ACTIVITY 1

Demonstrate to students how to determine mileage using a scale of miles on a classroom map of the continental United States. Measure the distance between two points on the map and multiply the distance by the mileage represented on the scale. To make the procedure interesting, ask the students to name other cities where someone they know has visited or lived. Use the same procedure of measuring distances on other maps. Use different scales.

Demonstrate how to measure scale distances using a ruler. Ask students to compute distances between locations in the United States, distances between a location in the United States and a location in Central or South America, and distances between a United States city and a city in the eastern hemisphere.

(It may be difficult for some students to comprehend distances calculated in miles. For those students, figure the average amount of time required to go between identified locations. Modes of travel such as by foot, car, train, or airplane could be explored, thereby making the idea of distances more understandable.)

ACTIVITY 2

Instruct students to bring road maps of Alabama and the southeastern United States to class. Have the students use different mileage scales from those used in Activity 1. Instruct students to measure and calculate distances from their hometown to other locations in Alabama or neighboring states. Since distances on a map are not usually accurately calculated using a ruler, have students use a string to measure the road system. Assist students in computing the amount of time it would take to reach selected destinations by car at the average rate of 50 miles per hour. Representative approximate distances and times are:

Hometown	Destination	Mileage	Time
Auburn	Atlanta, GA	110	2 hr. 12 min.
Birmingham	Montgomery	85	1 hr. 42 min.
Eufaula	Florala	56	1 hr. 7 min.
Grove Hill	Dothan	162	3 hr. 15 min.
Huntsville	Anniston	103	2 hr. 4 min.
Mobile	Athens	355	7 hr. 6 min.
Talladega	New Orleans, LA	298	5 hr. 58 min.
Camden	Panama City, FL	207	4 hr. 8 min.
Troy	Gulf Shores	184	3 hr. 41 min.

Ask students to compute the time needed to leave their homes or a particular location in order to arrive at a specific destination at a specific time. Ask students to compute the arrival time at a specific destination when leaving their home at a specified time. Remember differences in time zones.

As an extension of this activity, instruct students to compare their scale measurements with actual distances that are written on the map. Point out that although the students' scale measurements and subsequent calculations closely approximate the actual distances, the mileage written between specific points on the map is more accurate.

ACTIVITY 3

Discuss three different methods used to express a scale.

a. Fractional - the fraction 1/50 indicates that each unit of measure on the scale or model is the same as 50 units on the actual object.
b. Ratio - the ratio 1:50 gives the same information as the fraction 1/50.
c. Written - the sentence "one inch = 50 miles" gives the same information as 1/50 and 1:50.

ACTIVITY 3 (Continued)

Compare maps using different types of scales and different scales of the same geographical area. Have students measure distances between points on maps and calculate the distances in miles. Instruct students to compare their calculations with actual distances in established mileage charts.

Tell students to produce a scale drawing of something familiar, such as their room at home, their house or apartment floor plan, the classroom, the school, the neighborhood. Have students indicate how many feet or miles each inch represents on the scale. Display the drawings in class.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: GEOGRAPHIC CONCEPTS AND THEMES

OUTCOMES:
5. Identify the advantages of using a globe rather than a map to visualize the earth.
6. Identify different types of map projections.
7. Relate the concept of map distortion to curvature of the earth.
8. Name the continents of the world.
9. Compare the sizes of the continents.
10. Compare the sizes of selected countries.
11. Describe several types of maps (for example: political, population, climatic, and economic).

NOTES FOR THE TEACHER

Six activities are needed to address the outcomes listed above. Most of these activities require the use of an atlas, a globe, and classroom maps. For Activity 3, transparencies of the following types of world maps are needed: Mercator projection, interrupted projection, and equal area projection. Activity 3 also requires at least one overhead projector, white butcher paper, #2 pencils, and at least one good physical/political globe.

Activities 4, 5, and 6 result in products that can be displayed on a bulletin board, poster, or wall and used throughout the year.

ACTIVITY 1 - OUTCOMES 5, 6, and 7

Direct students to use string that can be accurately marked and measured to measure distances on the globe and on cylindrical, conical, and flat-plane world maps. Have students measure two routes between the same points. Measure one route by the great circle route and the other by a latitudinal route. Compare distances of the two routes. After measuring the distances and computing the mileage between the two points, lead students to discover that the great circle route is a shorter distance.

Explain to students that the "great circle" is a circle formed on the surface of a plane that is passed through the center of the earth. Point out that two opposite and supplementary meridians (for example, 0° and 180°, 90° and 90°, 30° and 150°) together form a great circle. Inform students that the equator is also a great circle. Have students understand that the shortest distance between two points on a sphere is the arc of the circumference of a great circle. Point out that airlines plan routes between distant cities by using the great circle route whenever possible. Demonstrate that one heavily traveled great circle route is between California and Japan. Show that on this great circle route air traffic passes over Alaska and the Aleutian Islands. Point out that the route can be more easily understood using a globe but may be confusing when using a map.

So that students can grasp the concept more completely, choose locations that are in approximately the same latitudinal positions. Locations meeting that criterion are:

Seoul, Korea - New York, New York
San Francisco, California - Tehran, Iran
Nome, Alaska - Reykjavik, Iceland
New Orleans, Louisiana - Shanghai, China
Denver, Colorado - Madrid, Spain
Cairo, Egypt - Jacksonville, Florida

To reinforce the concept, have students choose cities that are similarly located and compare the differences in mileage.

After measuring distances on a globe, have students use a ruler to take the same measurements on world maps. Tell students to determine the most direct route (straight line) and to measure distances between the same cities on conical, cylindrical, and azimuthal maps. After using the globe and maps, discuss with students the differences between maps and globes. Construct a chart depicting the distances found on the globe and on each type of map. By using the chart, have students recognize the following concepts:

1. Globes show a true picture of the earth.
2. Maps can show smaller areas in greater detail.
3. The features of direction are accurately shown on a globe.
4. Maps distort the curvature of the earth.
5. In summary, distortions of shape, size, distance, and direction can be found on maps.

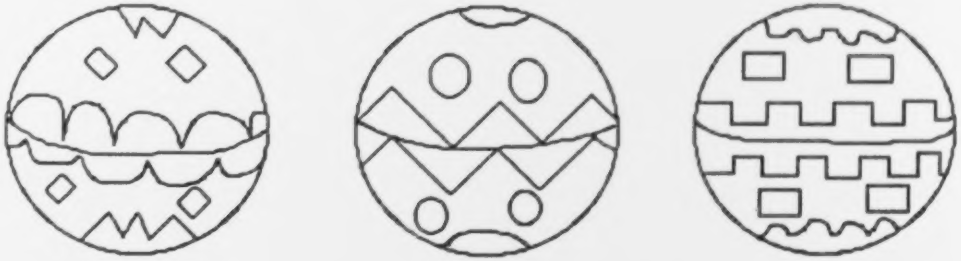
ACTIVITY 2 - OUTCOMES 6 and 7

Materials needed for the activity are:

- Large, lightweight, inflatable beach ball,
- Pair of scissors,
- Dark felt-tip permanent marker,
- White art paper (newsprint) wider than the diameter of the ball, and
- Scotch tape.

Conduct the activity as either a demonstration by the teacher or a small group activity by students. Have students understand that the ball represents the earth. Tell students to identify the circumference of the ball. Outline the circumference with a permanent felt-tip marker. Explain that the identified circumference represents the equator of the globe.

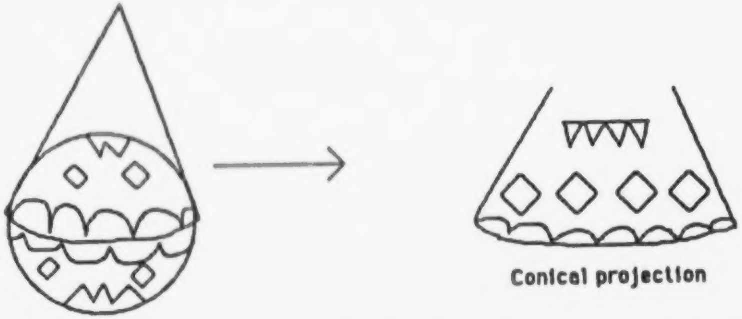
Around the circumference of the ball, shapes should be drawn. The teacher must keep in mind that the later purpose will be to show map distortion; therefore, the shapes need to be fairly large and located in each hemisphere, at each pole, and near the entire equator. Some examples of designs on the ball are:



Cut and flatten the beach ball to represent a map. Use the beach ball to have students identify different types of map projections and to help them understand map distortion. Three kinds of map projection will be studied. The conical and azimuthal map projections will be examined before the ball is cut and flattened to study the cylindrical projection.

ACTIVITY 2 - OUTCOMES 6 and 7 (Continued)

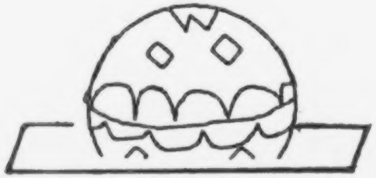
A. To study conical projection, make a cone of newsprint and place it on top of the beach ball. Make the cone large enough to cover at least the top one-fourth portion of the beach ball. Where the paper nearly touches the ball, instruct the students to transfer the shapes of the beach ball onto the paper by tracing over the shapes. (Some bending of the paper may be necessary to trace some of the shapes.) After the shapes have been traced, open and flatten the cone to illustrate a conical projection. The process will look somewhat similar to the following example:

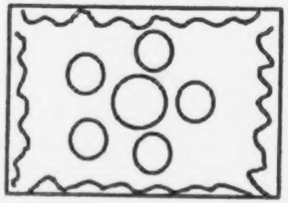


Conical projection

The conical projection, devised by Lambert, keeps distance and direction true in the projected shapes.

B. To study the azimuthal projection, place the beach ball's polar end on a flat piece of paper. Allow air to escape and flatten the ball until at least the lower third of the ball is flat against the paper. Tape the paper to the ball and turn upside down. Trace the shapes that are projected onto the paper. An example of the process is illustrated as follows:





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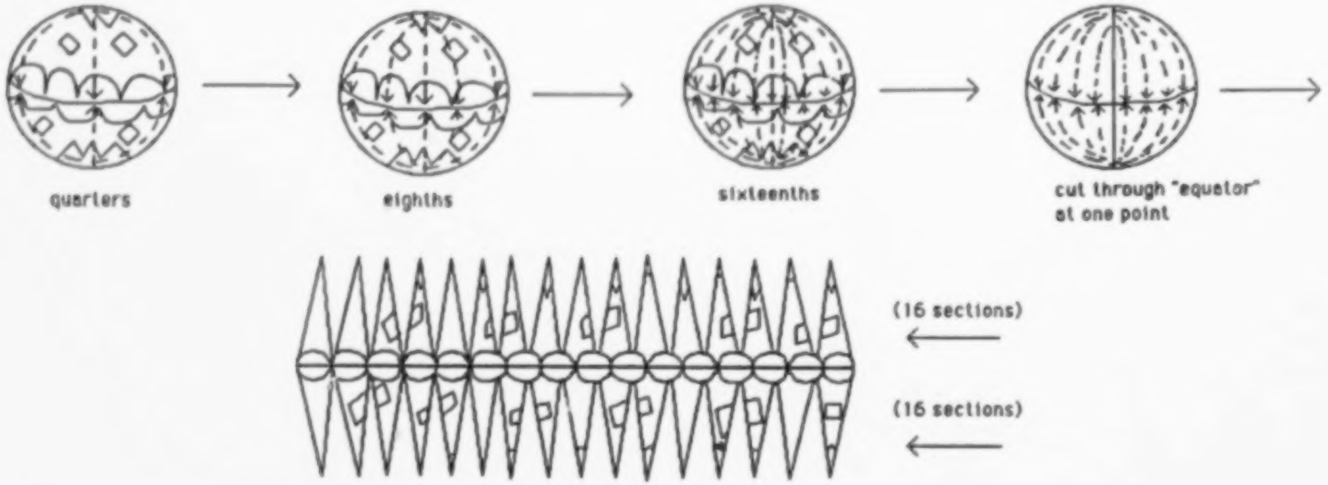
ACTIVITY 2 - OUTCOMES 6 and 7 (Continued)

The azimuthal projection may also be called a fixed-point projection. The actual projection is based on the concept that the paper touches only one point on the globe; for example, the North or South Pole or a specific city. This type of map is used by pilots when routes are plotted between cities. The route becomes more of a straight line, and it is illustrative of the great circle route on the globe. Along the great circle route, direction and distance are true.

C. To study the cylindrical projection, cut the ball with a pair of scissors. Begin at the North Pole and cut wedges toward the equator, but stop cutting just before reaching that point. Follow the same procedure beginning at the South Pole. The equator should not be broken at any point until all of the wedges have been cut. Then, cut through only one point of the equator, and spread out the ball until it is flat. (Suggestion: Cut each hemisphere first into quarters, then into eighths, and then into sixteenths. It should lie flat without forcing the parts to be flat. Cut each sixteenth section in half.) The process is illustrated as follows:



Tape the flattened ball on a solid, smooth surface. Place a large piece of newsprint over the ball. Trace every mark on the ball, but connect any parts that appear to be missing. (For example, space between the diamonds in the illustration.) Remove the paper and observe the map.

ACTIVITY 2 - OUTCOMES 6 and 7 (Continued)

Guide students in a discussion of distortion when projecting a sphere onto a flat plane surface. Give the example that the amount of distortion increases the further away a figure is from the circumference. To transfer the concept of distortion to the specific situation of globes and maps, have students compare a cylindrical world map to a globe. During the comparison process, direct the students' attention to the difference in relative proportion between Greenland and South America and between Greenland and Africa. Continue further comparisons between land areas represented on a map and those represented on a globe. Keep in mind that more distortion is evident farther away from the equator.

Point out that the cylindrical map was devised by Mercator in the 1500s. This type of projection stretches the lines of latitude and longitude, keeping shapes nearly accurate; however, the size or area does not remain accurate. The Mercator map keeps directions true, and it is used in the field of navigation.

ACTIVITY 3 - OUTCOMES 6, 7, 8, 9, 10, and 11

Divide the class into groups of four and assign each group one of the types of map projection. Instruct each group to use the transparency map to draw an outline map of the world. Using textbooks, atlases, and other sources of information, tell each group to complete the following activities:

1. Define the type of map the group has constructed. Include an explanation of the positive and/or negative aspects of each type projection.

2. Compare each projection to the globe.

3. Label the continents on each map.

4. Make a chart comparing the differences in sizes of the continents as seen in other groups' work.

5. Label the United States, the Soviet Union, Australia, Brazil, and South Africa. Referring to other groups' work, compare the size of the countries.

6. Label five climate zones, developed and less developed areas by continent, and population information by continent.

7. Write a summary report of the group's findings. Present the report orally to the class. Include graphics in the oral classroom presentation.

ACTIVITY 4 - OUTCOMES 8 and 9

Assign students to work in pairs to determine the differences in size among the seven continents. Tell one student of each pair to work with a globe and have the other student work with a Mercator projection map. Direct each student to trace each continent on a map or a globe. After tracing is completed, tell students to cut out all the continents and arrange them in order of decreasing size.

Ask students to look at their classmates' work for differences in the ordering of continents. (Students may notice, for example, that distortions appear to make the size/proportion of Asia larger when it is traced with a Mercator projection map.) Remind students that the continents traced from the globe present an accurate interpretation of size, shape, and proportion of all of the continents.

Explain to students that perceptions based on relative size of continents are not based on specific area measurements. In order to make an accurate comparison, direct students to a world atlas with area information about each continent. Have students record total area for each continent and arrange the continents accurately in descending order. Have students display their findings in a manner similar to the following:

Asia	17,250,000	square miles
Africa	11,700,000	square miles
North America	9,400,000	square miles
South America	6,900,000	square miles
Antarctica	5,400,000	square miles
Europe	3,800,000	square miles
Australia	2,968,000	square miles

Display the continents and their relative sizes on a bulletin board or chalkboard.

ACTIVITY 5 - OUTCOMES 8, 9, and 11

Divide students into seven teams. Assign each team a continent to research. Instruct students to consult textbooks, an atlas, a world map, and a globe. Assign each team member the responsibility for one particular type of map that represents some aspect of their assigned continent. For example, have one student draw a political map, one a population map, one a climatic map, and one an economic map. Assign other types of maps such as maps featuring natural resources, land forms, soil types, literacy, language, or religion.

For each team, assign the same color scheme/legend for each type of map. For example, in the seven climatic maps, have students represent similar types of climatic regions with the same colors or designs. Stress the importance of equal scales within the set of maps for one continent.

ACTIVITY 5 - OUTCOMES 8, 9, and 11 (Continued)

To emphasize the relative sizes of the continents, have students make maps of all continents on the same scale. Display the maps on a bulletin board, poster board, or the wall. Use the display throughout the year as reference material while studying various features of world culture.

ACTIVITY 6 - OUTCOME 10

Instruct students to search recent newspapers and news magazines for information concerning countries which have been mentioned or reported in the news. Establish a particular period of time (for example, this week, last month, this year). Have students identify the country and write one sentence describing why the country has been in the news. Compile a list of the countries named. Have students compare the sizes of the countries from the list.

After the list has been compiled, have students refer to an atlas to find the area of the country. So that students can relate to the reality of the size of a foreign country, have them compare another country's size to that of Alabama or the southeastern United States. To be accurate in the comparison, use the same scale maps. (Probably the easiest method for comparison would be to use a large world map; however, the type of map projection needs to be one which shows the least amount of distortion. An interrupted projection map shows quite accurately how the continents compare with each other in size.)

After the countries have been identified, instruct the students to trace Alabama and the continental United States. Assign various countries to individuals or groups of students. Instruct the students to trace the countries from a political map. For comparison purposes, have students cut out the traced shapes of countries and compare them to the map of Alabama or the United States. Have students arrange the scaled, traced drawings in descending order of size.

Have students compare countries on the basis of population, geographical features, economic standards, types of government, or agricultural areas. Encourage discussions and deductive reasoning by asking questions similar to the following:

1. Why is the population of Canada approximately 10% of that in the United States when Canada is 230,000 square miles larger?

2. How do people in Bangladesh provide for the basics of life when nearly 93,000,000 people live in a land area just a little larger than Alabama (which has a population of approximately 4,021,000)?

3. The land area of Russia is more than twice (230%) as large as the United States. Russia's population is only 16% to 17% greater than the United States. Relate these comparisons to why we should be concerned about the nuclear arms race between the two superpowers?

ACTIVITY 6 - OUTCOME 10 (Continued)

4. Norway has a population about the same as Alabama's population. Norway consists of a land area that is similar to the total area of Alabama, Georgia, and 30% of Mississippi. What are some geographical features about Norway that cause the population to be relatively small?

Some countries that are often in the news and their approximate areas in square miles are listed below.

Canada	3,851,309
United States	3,628,150
Mexico	761,600
Nicaragua	53,938
Argentina	1,065,189
Peru	496,222
England	94,209
Iceland	39,768
Italy	116,303
Switzerland	15,941
West Germany	95,937
Czechoslovakia	49,370
Poland	120,664
Russia	8,647,172
Ethiopia	471,779
Iran	636,293
Iraq	167,924
Israel	7,993
Libya	679,358
Saudi Arabia	870,000
Kenya	224,960
South Africa	471,442
Zimbabwe	150,333
Bangladesh	55,126
India	1,261,597
Sri Lanka	25,332
Philippines	115,707
China	3,692,000
Japan	142,726
South Korea	38,004

ACTIVITY 6 - OUTCOME 10 (Continued)

Tell students that some small countries are rarely in the news. Have students compare the sizes of these "postage stamp" size countries to other countries that they have identified. Instruct students to compare the areas of the smallest countries to the area of Alabama or one county in Alabama. Examples of some of the smallest countries and their areas in square miles are listed below:

Europe	
Andorra	175
Liechtenstein	62
Monaco	.73
San Marino	24

East Asia and the Pacific	
Maldives	112
Nauru	8.2
Tuvalu	10
Singapore	224

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: PHYSICAL ENVIRONMENT OF THE WORLD

OUTCOMES:
1. Describe the major landforms and give an example of each.
2. Describe the crust, mantle, and inner and outer core of the earth.
3. Name three natural forces that shape the earth.
4. Explain the continental drift theory.

NOTES FOR THE TEACHER

This activity involves students writing original papers based on their understanding of certain physical geographical features of the world. The activity may be adapted to be used by individuals or groups of students on a long-term or short-term basis. Have students research outcomes on topics not previously studied. The purpose of the activity is to challenge the imagination of students in thinking about some elements of the physical environment of the world.

ACTIVITY

Assign the students a writing project. Tell the students to tailor the project to meet their personal interests and abilities. Have the students approach the assignment via different methods, such as daily journals, poetry, short stories, personal letters, narration, or drama. In addition, the project may be written as different types of literature, such as science fiction, biography, autobiography, humor, or history. Tell students that the writing project must be approached in terms of travel. The students must include information about the kinds of clothing, shelter, and food that are or will be available during the time of travel. The travel should encompass a minimum of three days.

Assign each student a minimum of two of the following major landforms to be included in their story: plain, mountain, glacier, valley, river basin, lake, hill, plateau, island, peninsula, delta, and bay.

Provide students with the following instructions:

1. Beginning from the center of the earth, explain how the earth's structure is formed beneath the assigned landforms. Remind students to give a detailed explanation.

ACTIVITY (Continued)

2. Based on the continental drift theory, explain how each continent that contains the landforms arrived at its present placement. (Students must first decide on which continent their assigned landforms are located.)

3. Describe all of the natural forces that helped form the assigned landforms. (Examples are hurricanes, earthquakes, volcanic eruptions, floods, droughts, erosion, windstorms, tornadoes, climatic zones, and continental drifts.)

Read early sections of James Michener's novels to students to give them ideas and examples concerning the development of this part of their composition.

Tell students that the remainder of the composition must describe travel in the assigned landforms. Examples of approaches in completing the task are:

1. Futuristic science fiction story about plains and plateaus,
2. TV news broadcast (narration) about the people who once lived in the mountains and glacial areas,
3. First person account in a journal format about a trip to the river and delta areas, and
4. Writing letters home describing a vacation on an island.

Pictures, either drawn by the student or cut out of a magazine, must accompany the written projects. Have the students share the compositions orally with the other students.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: PHYSICAL ENVIRONMENT OF THE WORLD

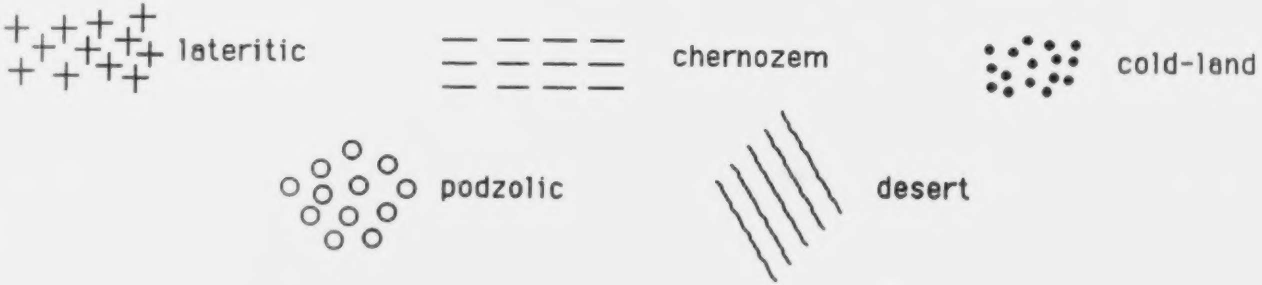
OUTCOMES:
5. List and describe five major soil types.
11. Identify the five major climate groups.

NOTES FOR THE TEACHER

The purpose of this activity is to provide a correlation between soil types and climate groups. Resource materials needed for students are an atlas and an individual copy of a world map. The activity can be used as a culminating activity or conducted as an individual or group assignment.

ACTIVITY

Instruct students to refer to an atlas or a world map depicting soil types throughout the world. Assign one particular symbol for each of the five soil types. For example,



Each student should have an individual copy of a world map. Tell students to indicate types of soil and their general locations by using the designated symbols.

ACTIVITY (Continued)

Instruct students to research and identify the five major types of climate. The terminology used by the reference material will vary from one type of resource to another; however, the general descriptions should be similar. Assign one particular color for each of the five climate groups. Use a color scheme similar to the following:

Tropical rainy climates/tropical moist--------------Red
Dry climates/desert dry-----------------------------Yellow
Humid Mesothermal/moist, mild winter----------------Green
Humid Microthermal/moist, cold winter---------------Blue
Polar climates/tundra, icecap-----------------------Purple

After the five major types of climate have been identified, have students indicate the climate locations on the map by using the designated colors. Have students recognize that combining two types of information on one map produces a correlation between climate types and soil groups. Direct students to generalize concerning how climate influences soil types. Guide students in reaching or making some of the following generalizations:

1. Lateritic soil is found in warm or hot climates which also have a lot of rain. Large zones of lateritic soil are found in Brazil, parts of Asia, northern Australia, and the central and western sections of Africa. (On the map, there should be some overlap shown between the symbol for lateritic soil and the color for tropical rainy/tropical moist climate.)

2. Podzolic soil is found in the cooler, humid, forest regions of Northern Asia, Europe, and North America. The climate usually associated with these areas of the world is a humid, microthermal/moist, cold, winter-type climate.

3. Desert soils are located where dry/desert, steppe climates prevail.

4. Chernozem soil, also known as prairie soil, is located in the central part of North America, parts of South America, Africa, Australia, and the central part of the Soviet Union. A comparison of those areas and types of climate will show that the areas of chernozem are located in drier climates, although some chernozem areas are found in humid climates.

5. Cold-land soils exist where temperatures are low throughout the year; therefore, a relationship between cold-land soils and polar/tundra, icecap climates should be indicated on students' maps.

After studying the relationship between soil types and climates, have students compare those generalizations with some generalizations made about population centers and economic factors.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: PHYSICAL ENVIRONMENT OF THE WORLD

OUTCOMES:
6. Describe the movement of ocean water in terms of waves, drifts, currents, and tides.
7. List four main elements of climate.
8. Name and locate seven general belts of pressure.
9. Explain the effects of latitude, altitude, water, and land upon climate.
10. Explain the orographic effect.

NOTES FOR THE TEACHER

Information about certain physical aspects of the world's environment is often best remembered by students through a "hands-on" approach to discovering scientific principles. The following activities are oriented toward the scientific explanation of the various elements of climate. All of the stated outcomes are closely interwoven, but the accompanying activities are presented in a manner in which each of the main elements may be presented separately. An overview explanatory section entitled "Steps to Success" precedes the activities.

STEPS TO SUCCESS

Students need to understand that all of the elements of climate are dependent upon the interrelationship of the angle of the sun's rays, the rotation of the earth upon its axis, and the revolution of the earth around the sun. A suggested outline has been provided, and it may be appropriate to present this or a similar outline to students before proceeding with the accompanying activities.

ELEMENTS OF CLIMATE

- I. Temperature
    - A. Effect of altitude on temperature
    - B. Effect of latitude on temperature
- II. Moisture
    - A. Effect of water on climate
    - B. Effect of land on climate
    - C. Movement of ocean water
        - 1. Currents
        - 2. Waves
        - 3. Drifts
        - 4. Tides
- III. Air Pressure
    - A. Effect of altitude on air pressure
    - B. Effect of latitude on air pressure
- IV. Wind
    - A. Effect of air pressure on wind
    - B. The orographic effect

This information can be organized differently because of the complexity of the relationships among all of the elements of climate. For example, the topic "II. C. Movement of ocean water" could be included under the topic "IV. Wind." Therefore, this outline has been provided merely as a tool for presenting materials and should be adapted to meet the needs of students in different settings.

ACTIVITY 1 - OUTCOMES 6, 7, and 9

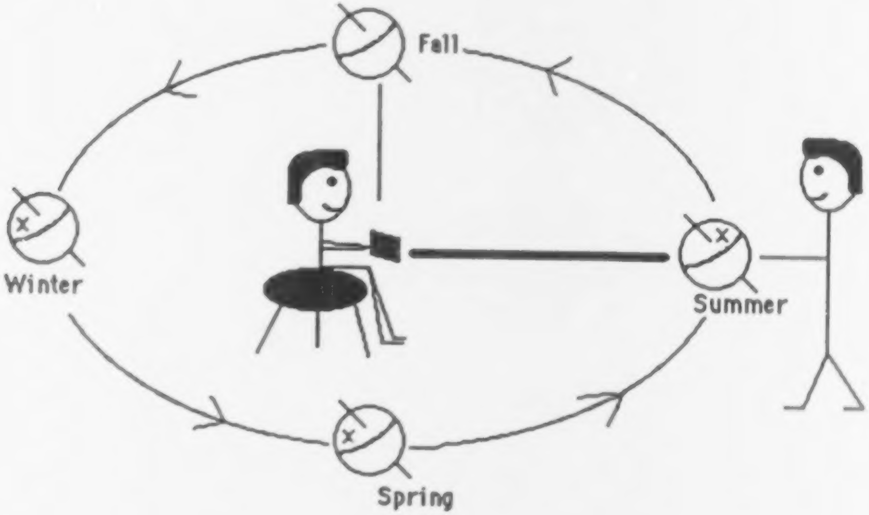
(Outline: Effects of latitude on temperature; Movement of ocean waters; Wind)

The purpose of this activity is to relate the rotation of the earth on its axis and the revolution of the earth around the sun to certain aspects of temperature, moisture, and wind.

Materials needed for the activity

- Large flashlight or large lamp
- Stool or chair
- Hollow, rubber ball
- Knitting needle (length depending on ball's diameter)

Insert the needle through the center of the rubber ball in a north-south direction. Draw a line representing the equator and a large X or outline of the United States on the ball. Instruct one student to sit on the stool and hold the flashlight. Instruct a second student to hold the ball by the knitting needle at a tilt of 23 1/2 degrees away from the vertical. Instruct the second student to walk in an orbital path around the first student and stop at four preselected points, representing each of the four seasons. Have the first student point the flashlight directly toward the ball when the second student stops at each of the four points. Remove the other sources of light as much as possible. The procedure is illustrated as follows:



Remind students that the earth is constantly rotating from west to east on its axis once every 24 hours while it continues to revolve around the sun. At each of the four points, instruct the student to rotate the earth slowly on its axis while the following questions are asked and discussed:

1. What would be the effect if the earth did not rotate on a 23 1/2° angle? (If the earth's axis were perpendicular to the sun, there would be no seasons because the sunlight would always reach the earth at the same angle.)

2. How much light does the X (or U.S.) receive? How does that position affect temperature over a period of time? (More intense light in the summer, resulting from being tilted more directly toward the sun, causes temperature in the United States and the northern hemisphere to increase. Temperature in the same area is lower when the northern hemisphere is pointed away from the sun in the winter. The southern hemisphere's temperature is the opposite in both positions.)

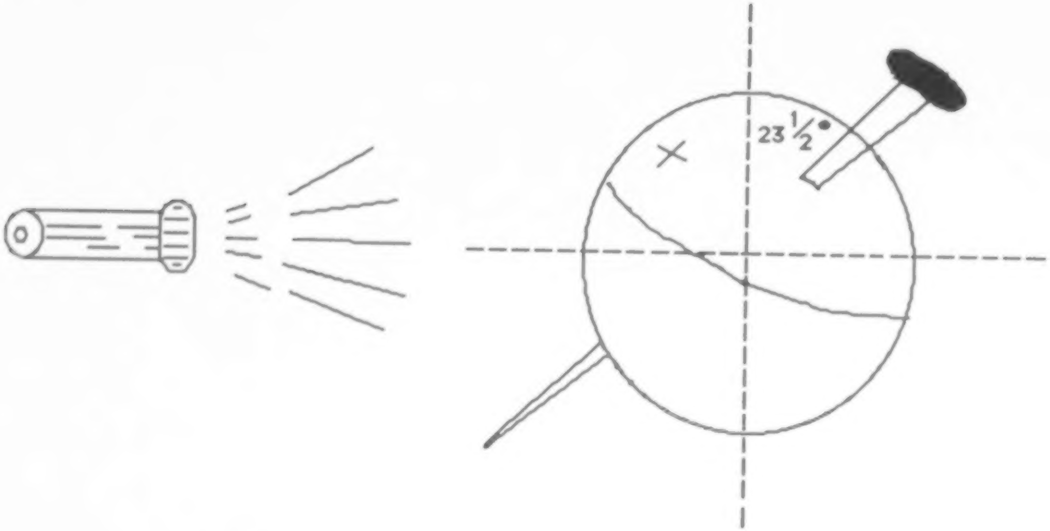
3. How does the general movement of air influence the general movement of large bodies of water on the earth? (The air movement or wind blows over the water, or oceans, and causes the water to move in the same direction as the wind.)

4. How does the combination of temperature and wind affect the weather of the northern hemisphere at each different season of the year?

During this particular activity, it is not necessary to explore the concepts in depth. The point of this activity is to stimulate students' thinking about the interrelationships of rotation, revolution, movement of wind and water, and temperature.

ACTIVITY 1 - OUTCOMES 6, 7, and 9 (Continued)

A second part of this activity is included to illustrate more graphically the intensity with which sunlight reaches various parts of the earth. Instruct the students to move toward each other while holding the flashlight and the ball at the same angles, as illustrated:



Put the flashlight directly against the ball. Move the projected light back enough to see the field of light on the ball. Discuss with students the intensity of the light. Relate this illustration to the more direct sunlight received in the equatorical and tropical zones throughout the entire year. Gradually pull the flashlight away from the ball. Tell students to observe the field of light as it begins to spread over the ball. Have students understand that points located farther away from the equator will receive less intense light rays.

(Because the earth remains at an angle of 23 1/2°, the direct rays of light may strike about or below the equator, depending on the position of the earth relative to the sun. During the summer in the northern hemisphere, the sun's rays may shine directly in an area as much as 23 1/2° north of the equator (Tropic of Cancer), thereby causing the entire northern hemisphere to be warmer and the entire southern hemisphere to be cooler. During the winter in the northern hemisphere, the sun's rays directly strike the earth as far south as 23 1/2° (Tropic of Capricorn), thereby causing the entire northern hemisphere to be cooler and the entire southern hemisphere to be warmer.)

ACTIVITY 1 - OUTCOMES 6, 7, and 9 (Continued)

Instruct students to pursue an independent activity related to the earth's axis. Materials needed are a camera which has the capability of taking time exposures, a tripod, and sensitive film. Explain that the project must be completed on a clear moonless night with the least amount of extraneous light from buildings, cars, or other light reflections. Tell students to aim the camera toward the northern sky with the shutter open; to close the shutter after an hour; and to develop the film carefully. (If the film captured a good picture, the student should see a streaked, circular pattern. The curved streaks are caused by the movement of stars while the earth rotates on its axis. Students may be able to recognize the North Star, a very bright star located near the point at which the earth's axis is aimed.)

ACTIVITY 2 - OUTCOMES 7 and 9
(Outline: Effects of altitude and latitude on temperature)

Activity 2 consists of three experiments. The materials required are listed at the beginning of each experiment.

Materials needed for Experiment 1

- Three small room thermometers
- Transparent tape

The effects of altitude and latitude on temperature can be studied in one demonstration procedure conducted by the teacher or by students in pairs or small groups.

To ascertain the effect of altitude on temperature, place three thermometers in the same room. One thermometer should be placed on the floor, one on a desk top, and one as close to the ceiling as possible. All thermometers should be placed away from drafts, direct sunlight, or any other factor that would cause a change in temperature. The purpose of this activity is to observe the difference that only altitude makes in temperature. At the end of a thirty-minute period of time, record the temperature reading on each of the three thermometers. Direct the students to conclude that the higher the thermometer is placed in the room, the higher the recorded temperature will be. (This particular demonstration may not be appropriate in every classroom because of mechanically controlled heating and cooling.)

Explain to the students that heat is moved in the gaseous air by a process called convection. Since heated air is lighter or less dense than cooler air, it rises. Cooler air, being heavier or more dense, falls. The movement of warmer and cooler air creates a cycle in which air constantly moves by rising and falling.

ACTIVITY 2 - OUTCOMES 7 and 9 (Continued)

Materials needed for Experiment 2

- Heat-resistant jar, beaker, or double boiler
- Hot plate or alcohol burner with ringstand
- Water
- Sawdust

The principle of movement of heated air by convection may be demonstrated with the materials and equipment mentioned.

Put a small handful of sawdust into a glass container of cool water. Allow the sawdust to settle in the water. Heat the water to the boiling point. As it is being heated, have students notice the movement of warmer and cooler water as it carries the sawdust. As the water becomes warmer, it will rise. The cycle of convection will be illustrated by the rising and falling of warmer and cooler water. Explain to students that the same process occurs with air. As air is heated by the sun and the earth's surface, it rises. As air cools because of less sun and the earth's cooler surfaces, it falls.

Materials needed for Experiment 3

- Heat lamp
- Three small thermometers
- Globe
- Transparent tape

The principle of vertical air movement depending on altitude can be pursued as it relates to the earth's latitude.

ACTIVITY 2 - OUTCOMES 7 and 9 (Continued)

The procedure for this demonstration is as follows: Tape one thermometer to the globe at the equator. Tape one thermometer at the North Pole, and another at the 45° latitude in the northern hemisphere. Be sure that all thermometers register exactly the same temperature reading. Record the temperature of each. Place the heat lamp at least ten inches away from the globe and point the most direct beam of light toward the equator. Position the globe and the lamp to represent the spring season. Read the thermometers at one minute intervals until all temperature changes stop. Record each reading on a chart as follows:

	Original Temperature	Temperature Readings						
		1	2	3	4	5	6	7
Equator								
45° North								
North Pole								

The teacher should test this experiment before demonstrating it to students. Results depend on the intensity of heat from the lamp and distance of the lamp from the globe. Adjustments might be needed. Have students determine that the temperature at the equator is warmer than the temperature at the North Pole.

Repeat the experiment at each season's position for students interested in studying the effects of latitude in relationship to seasons. Thermometers can be adjusted to the southern hemisphere during the northern hemisphere's summer. The fact that Australia, for example, has colder weather in July and August is more clearly illustrated and understood with a variety of thermometer placements and temperature measurements.

ACTIVITY 2 - OUTCOMES 7 and 9 (Continued)

Activity 2 demonstrates the effects of altitude upon temperature and the effects of latitude upon temperature. These effects and scientific principles form the basis for studying the complexity of all the factors involved with climate. Students should understand the following concepts.

1. If air is warmed, it becomes less dense or lighter; therefore, it rises.
2. If air is cooled, it becomes more dense or heavier; therefore, it falls.
3. As air warms and rises, it reaches higher altitudes where it loses its warmth, becomes cooler and heavier, and falls, once again absorbing heat. A continuous cycle begins to take place.
4. Air movement takes place at various points throughout the earth and is influenced by the earth's rotation and revolution, by the sun's warmth, and by land and water temperature.
5. Air movement, influenced by different temperatures at different latitudes, affects the movement of ocean water, air pressure, the general belts of pressure, and all the main elements of climate.

ACTIVITY 3 - OUTCOME 6
(Outline Section II.A., 1-4)

Activity 3 suggests two experiments. The materials required are listed at the beginning of each experiment.

Explain to students that all movement of ocean water is related to the following five factors: the earth's rotation on its axis, the earth's revolution around the sun, the moon's gravitational pull on the earth, the amount of warmth provided by the sun, and the position of the land masses (shapes of the ocean basins).

Students learned in Activities 1 and 2 that areas located at higher latitudes on the earth receive less warmth from the sun; therefore, the land and the water at the two polar regions are colder. Water, like air, falls when it is cold and denser and rises when it is warmer. Thus, students should be able to deduct that water is warmest at the equatorial area because at this location the sun's rays are more direct and intense. A cyclical movement, like the convection of air, begins to occur in ocean water because of the difference in temperature. As warm water rises, cool water rushes in to take its place. Ask students to give examples of this occurrence. Ask students to relate experiences in which they have felt cooler water at greater depths.

Materials needed for Experiment 1

- Large deep pan, preferably glass, the size of a dishpan
- Five to six trays of ice cubes
- "Hot stick" for heating cup of water
- Water
- Red cinnamon candies

Place all ice cubes in a large pile in the middle of the pan. Fill the pan with water. Place the "hot stick" just below the water's surface on one side of the pan. Add 6-8 pieces of candy to the water directly below the heating coil. Heat until students can observe the movement of the red color from the candy. The color should demonstrate the convection current created by the movement of warm and cold water.

Vertical movement of water would be the only movement if the earth didn't revolve and rotate. These two additional movements affect the currents, waves, and drifts of ocean water because of the wind created above the surface and the Coriolis force beneath the surface of the oceans. Assign a student the task to research in a meteorology textbook the effects of the Coriolis force on the ocean water movement.

Materials needed for Experiment 2

- Large shallow (2" to 2 1/2" deep) pan, preferably glass
- Water
- Source of water disturbance (hair dryer, hand fan, electric toothbrush)
- Small cork

Place the pan over a very dark or very light-colored surface so that movement of water may be observed by students. Be sure that water movement is not occurring when the demonstration begins. Blow the water gently at one end of the pan. Ask students to describe the movement of the water. Instruct the students to observe and discuss what happens to the water's waves when they encounter the edge of the pan. Place a cork on the water in the center of the pan. Repeat the procedure. Instruct students to observe the movement of the cork on the waves. Increase the force of "wind" or water disturbance by using an immersed electric toothbrush in one end of the pan to create stronger waves. Use the hair dryer to create a stronger "wind" across the surface of the water. In each case, observe the movement of the waves as well as the movement of the cork on the waves. Students should derive the following information from observation:

1. Waves move outward from the source of wind or object disturbance. They continue to move until they come into contact with an obstruction and are reflected backward. In the case of ocean water movement, the obstruction is represented by the continents. When waves reach continental edges, they must turn in a different direction. Thus, the general directions of currents are formed.

2. The longer and stronger the source of wind, the larger the waves. Therefore, as long as the earth continues to turn and move through space, the constant winds over the ocean will influence the waves.

3. Point out that the cork in the water did not move as quickly as the waves moved. When objects float on top of water, they drift while the waves continue to move under them. There is some forward and backward motion of the cork, but the majority of the movement is vertical. The wave is a motion through the water, while the drift is the slow movement of the surface water.

ACTIVITY 3 - OUTCOME 6 (Continued)

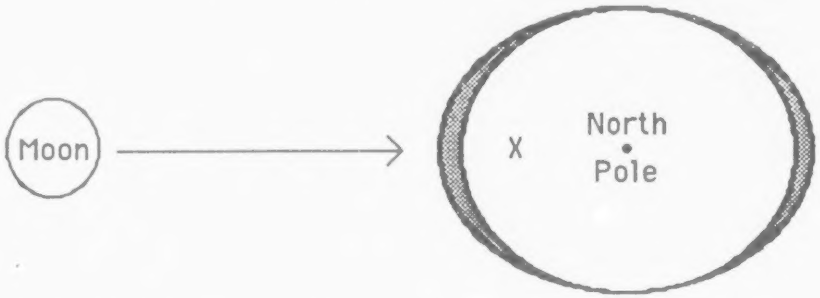
To assist students in understanding the phenomenon of tides, present the following description:

> Imagine that you are facing a flagpole, standing against it and holding on to it with your arms overhead. Suddenly, an imaginary force begins to pull at your waist area. It is not strong enough to pull you completely away from the flagpole but is a force strong enough to make you feel as if the force were pulling you through a hook in your belt. Have students describe what would happen to your straight posture.

Students should be able to answer that their bodies would begin to bulge out from the pole. The same basic principle applies to tidal movement of ocean water.

Draw on the chalkboard a circle that represents the earth with tidal bulges found directly under the moon and on the side of the earth opposite the moon. Draw a circle that represents the moon. Cut out a piece of paper the same size as the circle representing the earth, but omit the tidal bulges. Place an "X" on a border of the circle representing the earth, and place the paper circle on the circle on the board.

Example:



Explain to students that tides are the result of the moon's gravitational pull on the earth. Furthermore, the side of the earth that is directly under the moon and the opposite side are pulled by the gravitational force of the moon. High tides are represented when the earth is in these positions.

Turn the "earth" counterclockwise 90° and ask students to describe the type of tide. Continue the turning until the "earth" is in its original position. Students should comprehend that every point has two high tides and two low tides during one revolution of the earth in a 24-hour period. The tides alternately occur approximately every six hours.

ACTIVITY 3 - OUTCOME 6 (Continued)

To explore further the movement of tides, instruct students to record tidal readings reported in their local newspaper for one week and to compare the amount of time between high tides and low tides in one full day. If the local newspapers or weather forecast do not supply the information, then the teacher may supply the following:

	Low	High	Low	High
Day 1	2:33 A.M.	8:15 A.M.	3:04 P.M.	10:28 P.M.
Day 2	3:03 A.M.	9:25 A.M.	4:55 P.M.	11:29 P.M.
Day 3	3:38 A.M.	10:06 A.M.	5:52 P.M.	12:51 A.M.
Day 4	4:21 A.M.	10:42 A.M.	6:29 P.M.	1:28 A.M.
Day 5	4:45 A.M.	11:17 A.M.	7:14 P.M.	2:15 A.M.

The table should be read from left to right beginning with 2:33 a.m. on Day 1 and ending with 2:15 a.m. on Day 5. Students will calculate that there is not an exact six-hour difference between each tide. The variety exists because of the relationship between the sun, the earth, and the moon.

ACTIVITY 4 - OUTCOME 6
(Outline Section II.A.)

Some students may wish to explore in more detail certain aspects of ocean water movement. Some suggested topics for research include:

El Nino and Its Influence on the Economy
Gathering Clams and Mussels at Low Tide
Eclipses and Their Effect on Tides
Tsunamis and Their Impact on Human Life
Neap Tides and Spring Tides
Ocean Floor's Shape and Its Effect on Movement of Continents

Information can be gathered for research concerning the origin, route, time zones, and speeds of the following ocean currents:

Gulf Stream
Labrador Current
Equatorial Countercurrent
South Equatorial Current
Atlantic Current
Brazilian Current

ACTIVITY 4 - OUTCOME 6 (Continued)

Have students write, seal, and "launch" a message in a bottle in a nearby river or bay. If any reply to the message is received, have students determine currents and drifts from that particular body of water as it relates to where the message was found.

ACTIVITY 5 - OUTCOME 9

(Outline Section II.B. and II.C.)

The relationship between land and water and their separate and combined effects on climate has a significant impact on the elements of climate. Use demonstrations to illustrate certain characteristics of land and water which form the basis of that complex relationship.

Explain to students that moisture is always in the earth's air in different forms, that is, solid, liquid, and gaseous. Discuss with students the various conditions that cause water to appear in various forms. Have students relate factors such as the following:

1. Warmer temperatures can cause water to change from a solid to a liquid and from a liquid to a gas. Colder temperatures reverse the process.
2. Higher altitudes and higher latitudes both have cooler temperatures; therefore, moisture is most likely to be found in the liquid or solid form.
3. Lower altitudes and lower latitudes have warmer temperatures; therefore, moisture is most likely to be found in the liquid or gaseous forms.
4. Landforms and land masses have an effect on the amount of moisture in the air. The amount of energy from the sun is reflected or absorbed, depending on altitude, latitude, soil types, types of water formations on the land, and pollution.

Students should be able to give examples of specific locations throughout the world that represent each of the factors being discussed.

Two basic concepts students should understand are:

1. Land heats and cools faster than water.
2. Water takes longer to heat, but it retains heat longer than land.

Generally, this concept may be demonstrated by a very simple method.

ACTIVITY 5 - OUTCOME 9 (Continued)

Materials needed to demonstrate this concept

- Equal-sized containers (2)
- Equal volumes of soil and water
- Two centigrade thermometers
- Two hot plates

Begin by placing equal volumes of soil and water into equal-sized containers. Record the temperature of the soil and of the water after both have been at room temperature for two hours. Place each container over a hot plate. Heat each container for a predetermined length of time. Record the temperatures at one minute intervals. After the specified time, turn off the heat and remove the containers from the heat sources. Continue to record the temperatures until they once again reach room temperature. Graph the temperatures.

Discuss with students the implications this demonstration has on world climate conditions. The following points should be discussed:

1. Oceans cool the land during the summer season and warm the land during the winter season.
2. Warm ocean currents circulate throughout the world, keeping certain areas at high latitudes warmer than they would normally be. For example, the Gulf Stream circulates warmer water from the Gulf of Mexico to England. Seattle, Washington has more moderate weather than Boston, Massachusetts because of the Japan current.
3. Antarctica, because of its high altitudes and high latitude, reflects the sun's energy that it receives; therefore, all of the oceans in the world are affected by Antarctica's unique location and conditions.

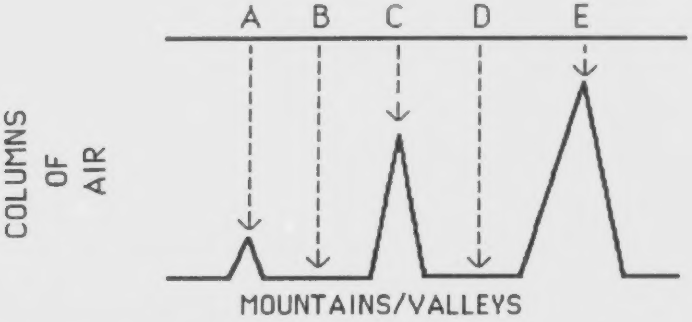
Students may wish to conduct further research concerning how climate conditions impact on various aspects of different nations. Some questions to provide set induction include:

1. How have landforms and moisture made a difference in the exploration of the United States (or any other area)?
2. How do these climate conditions impact on the agricultural, political, and cultural development of various countries (for example, Russia's navy and/or submarine/nuclear warfare, Switzerland's neutrality, Ethiopia's drought and famine, and Japan's agricultural products)?
3. What are some of the living conditions that confront people when there is a combination of climate factors in their own culture? Instruct students to research climate conditions reported from newspapers, television, and magazines.

ACTIVITY 6 - OUTCOMES 8 and 9
(Outline Sections III.A., and III.B.)

Regarding air pressure, students need the concept that air has weight and therefore pushes down on the earth. Instruct students that the weight of air equals 1 kg (2.2 lb.) per square centimeter at sea level. Demonstrate that relationship by drawing one square centimeter on the board to represent that area. (If a kilogram weight is available, it should be used because of the exactness. If a weight is not available, find some objects that total 2.2 pounds.) Allow students to lift the weight and compare it to the area to comprehend the concept of air pressure.

Draw a diagram on the chalkboard similar to the one provided:



Have the diagram represent a variety of elevations. Explain that, all things being equal, there will be a variety of air pressures at points A-E. In other words, the longer the column of air, the greater the air pressure will be. The shorter the column of air, the less the air pressure will be. Ask students to cite examples of situations where changes in altitude can be physically felt.

Have students learn to measure air pressure using a barometer. Barometers can actually be made using household items. Direct students to research a good earth science textbook for instructions in pursuing the study of air pressure.

The remainder of this activity is based on principles covered in Activities 1-4 for Outcomes 6-10. Air pressure is related to altitude, temperature, moisture, land formations, movement of ocean water, the earth's rotation, and the earth's revolution. Generally, students should understand the following:

1. Warmer air is lighter in weight; therefore, it rises and forms a general area of low pressure.
2. Cooler air is heavier in weight; therefore, it falls and creates a general area of high pressure.

ACTIVITY 6 - OUTCOMES 8 and 9 (Continued)

Discuss with students the fact that seven general belts of pressure exist around the earth defined by areas of latitude. Based on information previously learned, guide students to identify areas by asking convergent questions such as:

1. What effect would temperatures at the highest latitudes have on air pressure?
2. What effect would temperatures at the equatorial area have on air pressure?
3. What effect would be found in each of the following air pressure areas: the equatorial low, the two subtropical highs, the two subpolar lows, and the two polar highs?

Have students deduce that the equatorial latitudes between 0° and 30° are basically a low pressure area. Latitudes at the earth's poles are characterized by a high pressure, and the latitudes between those extremes are mixtures of lows and highs. The locations of pressure belts may be found in a textbook, an atlas, or a classroom map. More can be learned by studying weather maps found in newspapers and TV weather reports.

ACTIVITY 7 - OUTCOMES 7, 8, and 9
(Outline Sections III.A., III.B., and IV.A.)

After students have studied the factors that have an influence on wind, launch a message and return address in a helium filled balloon. If a response is made, students can chart the path of the balloon. During the time of the flight of the balloon, students should keep daily records of temperature, air pressure, and wind speed.

Wind-related areas of study for students are:

Wind destruction - hurricane, typhoon, cyclone, thunderstorm, tornadoes;
Wind movement - fronts (cold, warm, occluded, stationary) and air masses (maritime polar, maritime tropical, continental tropical, continental polar); and
Wind usage - windsurfing, gliding, soaring, airplane, windmill, sailing, hot air ballooning, sports.

ACTIVITY 8 - OUTCOME 10
(Outline Section IV.B.)

Use the following activity to illustrate the orographic effect.

Materials needed for the illustration

- Hotplate
- Small pan with handle
- Large pan for water
- Ice cubes
- Water

Fill the large pan three-fourths full with water. Place pan on hot plate and heat water to boiling point. Fill the small pan with ice cubes and hold it directly above the boiling water (about five inches).

Students should be able to detect the cycle of evaporation and condensation. The term "orographic" relates to the effect that mountains have as a part of the cycle; however, the basic water cycle may be seen as that of the process of warm water turning to water vapor and rising. The vapor comes in contact with lower temperatures, condenses, and falls back into the water. Students should observe a small "cloud" forming near the bottom of the cold pan.

Discuss with students the major desert areas of the world with regard to the orographic effect, ocean currents, latitude, air pressure, the earth's rotation and revolution, temperature, wind, and moisture. (See Activities for Outcomes 6, 7, 8, and 9.)

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: PHYSICAL ENVIRONMENT OF THE WORLD

OUTCOME: 12. Identify the specific environmental needs for a given type of industrial center.

NOTES FOR THE TEACHER

This activity is developed around the methods of discussion and discovery. Through convergent questioning and referencing various resources, students should be able to identify specific environmental needs for a given type of industrial center. Examples of questions for further application of identified information are included.

ACTIVITY

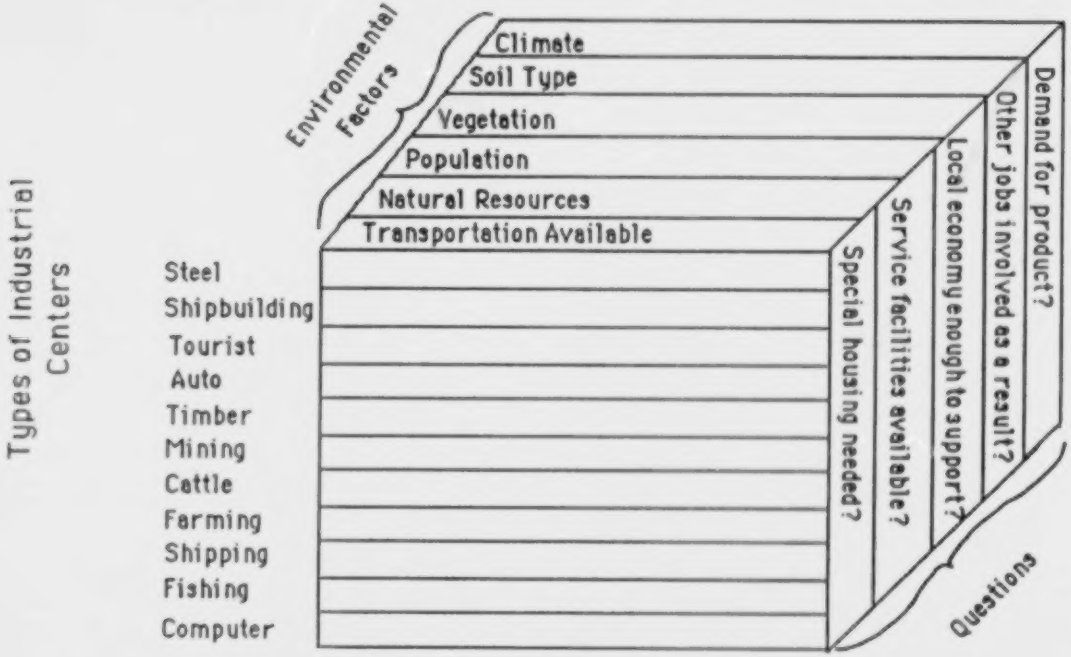
Begin this activity by brainstorming with the students concerning the different kinds of industry. List examples on the chalkboard as they are named.

Refer students to various types of maps that separately indicate climate, soil type, vegetation, population density, rivers, mountains, and natural resources. Have students look at the maps with certain guidelines in mind. Examples of the types of questions that can be asked are:

1. Is there a large enough population to support the services (schools, shopping, churches) needed by people living in the area?
2. Is the climate suitable for the industry and for the people who will work there?
3. Can the local economy support suitable salaries for the cost of living? (This may be difficult to determine.)
4. Is the soil type suitable to support the agricultural needs of the people? Is more money necessary to import food?
5. What specific kinds of housing or shelter need to be considered for people to live in the area? (For example, what would be the housing needs of employees of an oil industry located in the desert?)
6. Is the transportation network adequate to meet the demand for the product?
7. What raw materials are necessary for the industry?

ACTIVITY (Continued)

A matrix of the combinations of questions, types of industries, and environmental factors is provided as an example for guiding discussions. Guide students to think of these examples and others.


Environmental Factors
Climate
Soil Type
Vegetation
Population
Natural Resources
Transportation Available
Types of Industrial Centers
Steel
Shipbuilding
Tourist
Auto
Timber
Mining
Cattle
Farming
Shipping
Fishing
Computer
Special housing needed?
Service facilities available?
Local economy enough to support?
Other jobs involved as a result?
Demand for product?
Questions

Other Industrial
Centers:
Space Clothing
Sports Oil
Fruit Plastics
Mobile Home

ACTIVITY (Continued)

Interesting discussions can occur after certain environmental needs have been identified for an industrial center. Have students think in terms of more global concepts regarding the industry and its impact. Questions should be asked in order to stimulate the students' thinking beyond merely identifying environmental needs and industrial centers. Some examples of questions are:

1. In order to develop the wealth of natural resources in Siberia, the U.S.S.R. is paying its citizens to move there. How would living conditions be? What impact will living in Siberia have on the Russian people? Will development of natural resources in Siberia make a difference in terms of global economy?

2. Ethiopia has been in the news for years because of the drought and famine in the country. Why would those conditions be prevalent for such a long time? What effect do the results have on the world economy and food supply? What industries could Ethiopia develop to improve the situation? How could those industries be developed?

3. Gulf Shores, Alabama, has recently become a more active tourist area. What would happen in Gulf Shores if all of the Gulf Shores homeowners moved to Gulf Shores and lived in their homes all year? Would this migration of people have an impact on Alabama's economy?

4. Where are centers of the space industry located? How does the state of Alabama fit into the total picture, not only with NASA, but with the rest of the world? Do the politics of the Strategic Defense Initiative and the space race with the U.S.S.R. have any impact on the space industry in our own state?

5. What kinds of environmental issues concern conservationists at various industrial sites? Should industries concern themselves with those issues? What effects will be felt locally, statewide, and nationally if the issues are not resolved with regard to clean water and clean air?

6. What will happen to the tourist industry in the British territory of Hong Kong when it is returned to China in the 1990s?

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOMES:
1. Compare a country's stage of economic development to its population growth rate.
8. Discuss major trends related to population growth.

NOTES FOR THE TEACHER

One measure of economic development of a country is per capita personal income. Factors, including population growth rate, life expectacy, and literacy rate, have an impact on a country's economic development. By choosing two factors and establishing a graph illustrating the relationship, students can make general conclusions and compare the economic development of two or more countries. Access to graph paper and a recent almanac is necessary to complete the activity. The activity is flexible enough to be conducted in a number of ways; however, it is important for the teacher to lead some of the discussion in which trends are identified.

ACTIVITY

Instruct the students to find the population growth rate and the per capita income of approximately 40-50 countries that represent wide ranges of per capita income and population growth rate. After the information has been identified, have students plot a graph which represents the relationship between the two factors. After the graph has been completed, ask the students questions about conclusions derived from the graph. Illustrate other relationships in graph form. Have students discuss the relationship between life expectancy and literacy rate. Examples of information and the specific relationships can be provided in tabular and graphic form for reference information. All data provided in the accompanying table were found in The World Almanac and Book of Facts, 1987, ed. M.F. Hoffman (New York, 1986).

ACTIVITY (Continued)

Continent	Country	Per Capita Income (in U.S. Dollars)	Population Growth Rate	Literacy Rate	Life Expectancy
North America	United States	7,572	.80%	99%	74
	Canada	8,612	.70%	99%	74
Asia	Afghanistan	130	2.30%	10%	42
	Australia	7,515	.80%	100%	73
	Bangladesh	85	2.90%	25%	46
	China	390	1.20%	75%	68
	India	140	1.90%	36%	52
	Japan	6,010	.90%	99%	75
	Mongolia	750	2.90%	89%	63
	Nepal	180	2.30%	23%	44
	New Zealand	4,303	1.00%	99%	73
	Pakistan	200	3.00%	24%	51
	Philippines	460	2.40%	88%	61
	Singapore	2,800	1.10%	85%	71
	Thailand	444	2.30%	86%	61
Middle East	Bahrain	2,500	3.60%	40%	63
	Iran	2,170	3.00%	48%	57
	Iraq	1,561	3.40%	70%	55
	Israel	3,200	1.90%	88%	74
	Kuwait	11,431	3.70%	71%	70
	Oman	4,880	3.00%	20%	47
	Qatar	25,320	3.00%	60%	55
	Saudi Arabia	6,089	3.00%	24%	48
	Turkey	1,070	2.50%	70%	61
	United Arab Emirates	18,500	3.00%	56%	60

ACTIVITY (Continued)

Continent	Country	Per Capita Income (in U.S. Dollars)	Population Growth Rate	Literacy Rate	Life Expectancy
Africa	Algeria	1,100	2.30%	52%	56
	Benin	200	3.00%	11%	46
	Botswana	480	3.40%	35%	56
	Chad	70	2.30%	17%	44
	Congo	490	2.60%	80%	46
	Egypt	280	2.60%	44%	60
	Ethiopia	141	2.50%	18%	40
	Gambia	210	2.40%	12%	41
	Ghana	790	3.10%	30%	49
	Kenya	270	3.80%	50%	53
	Libya	7,000	3.50%	60%	55
	Morocco	800	3.20%	70%	55
	Mozambique	220	2.60%	14%	46
	Nigeria	750	3.20%	30%	48
	Senegal	342	2.60%	10%	44
	Somalia	110	2.80%	5%	43
	South Africa	1,296	2.80%	98%	60
	Tanzania	240	3.00%	66%	50
	Zimbabwe	640	4.00%	50%	52

ACTIVITY (Continued)

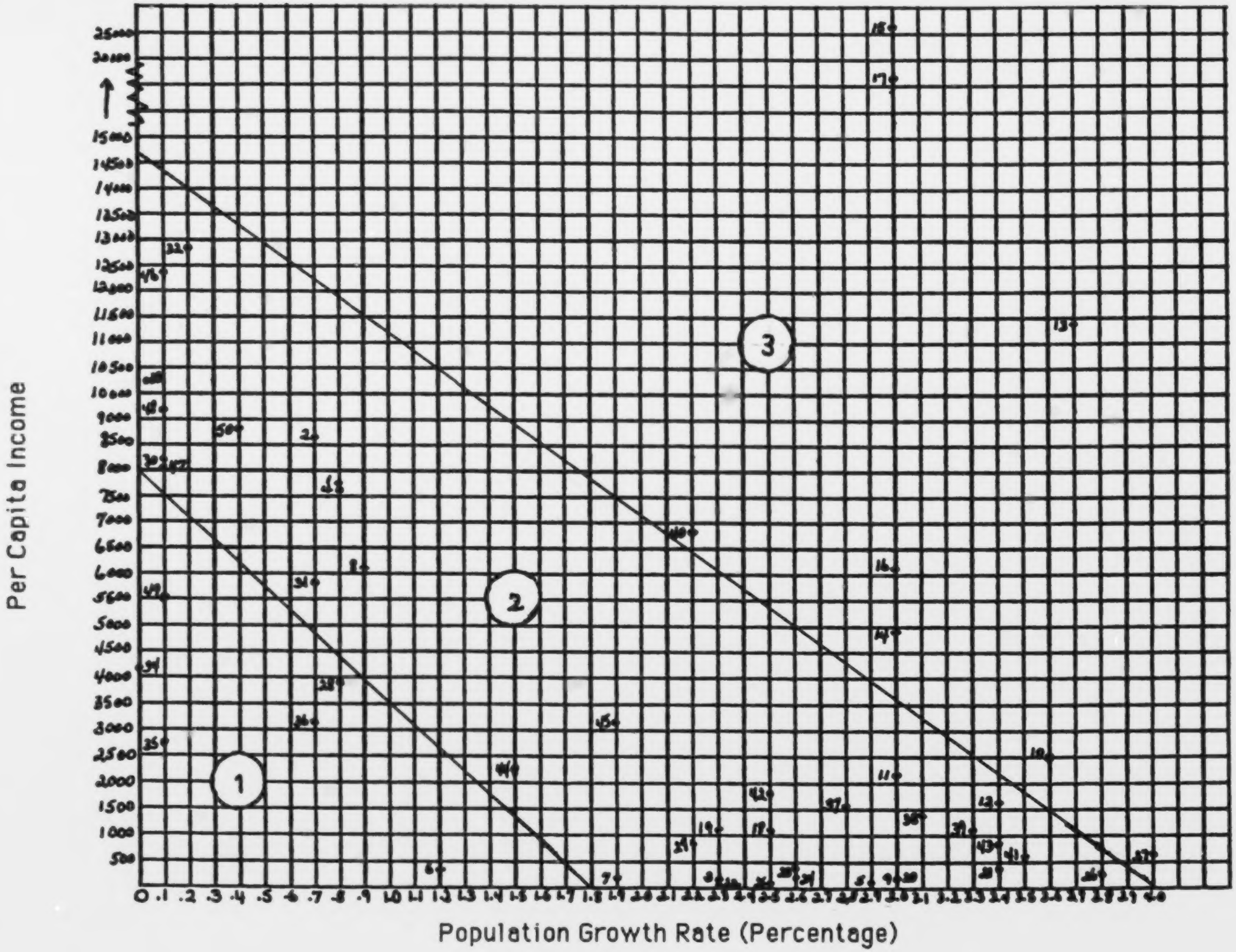
Continent	Country	Per Capita Income (in U.S. Dollars)	Population Growth Rate	Literacy Rate	Life Expectancy
Europe	Albania*	830	2.20%	70%	68
	Austria	8,280	.10%	98%	72
	Belgium	8,040	.10%	98%	73
	Czechoslovakia*	5,800	.70%	99%	70
	Denmark	12,956	.20%	99%	74
	Finland	10,477	.03%	99%	72
	France	8,759	.40%	99%	73
	Germany (East*)	8,000	0.00%	99%	72
	Germany (West*)	9,278	.10%	99%	72
	Hungary*	4,180	.00%	98%	70
	Iceland	9,000	1.20%	98%	76
	Italy	6,914	.10%	98%	73
	Norway	12,432	.10%	100%	75
	Poland*	2,750	1.00%	98%	71
	Spain	5,500	1.00%	97%	72
	Sweden	14,821	.40%	99%	75
	Switzerland	14,409	.20%	99%	75
	U.S.S.R.	3,990	.80%	99%	70
	Yugoslavia*	3,109	.70%	90%	69

*Soviet Bloc Countries

ACTIVITY (Continued)

Continent	Country	Per Capita Income (in U.S. Dollars)	Population Growth Rate	Literacy Rate	Life Expectancy
Caribbean, Central and South America	Argentina	2,331	1.50%	94%	68
	Bahamas	5,756	2.00%	93%	72
	Barbados	1,840	.90%	99%	73
	Brazil	1,523	2.80%	76%	70
	Ecuador	1,428	3.10%	90%	74
	El Salvador	854	2.10%	62%	72
	Guatemala	1,085	3.30%	48%	73
	Haiti	300	2.20%	29%	72
	Honduras	590	3.50%	55%	72
	Mexico	1,800	2.50%	74%	70
	Nicaragua	804	3.40%	87%	55
	Paraguay	1,614	2.80%	83%	64
	Peru	655	2.40%	72%	55
	Trinidad	6,800	2.20%	96%	69
	Uruguay	1,665	1.10%	94%	71
	Venezuela	4,716	3.00%	86%	66

ACTIVITY (Continued)



ACTIVITY (Continued)

LEGEND FOR GRAPH OF PER CAPITA INCOME/POPULATION GROWTH RATE

Country	Represented by Number
United States	1
Canada	2
Afganistan	3
Australia	4
Bangladesh	5
China	6
India	7
Japan	8
Pakistan	9
Bahrain	10
Iran	11
Iraq	12
Kuwait	13
Oman	14
Qatar	15
Saudi Arabia	16
United Arab Emirates	17
Turkey	18
Algeria	19
Begin	20
Botswana	21
Chad	22
Congo	23
Egypt	24
Ethiopia	25
Kenya	26
Zimbabwe	27
U.S.S.R.	28
Albania	29
Austria	30
Czechoslovakia	31
Denmark	32
Finland	33
Hungary	34
Poland	35
Yugoslavia	36
Brazil	37
Ecuador	38
Guatemala	39
Trinidad	40
Honduras	41
Mexico	42
Nicarauga	43
Argentina	44
Israel	45
Norway	46
Belgium	47
W. Germany	48
Spain	49
France	50

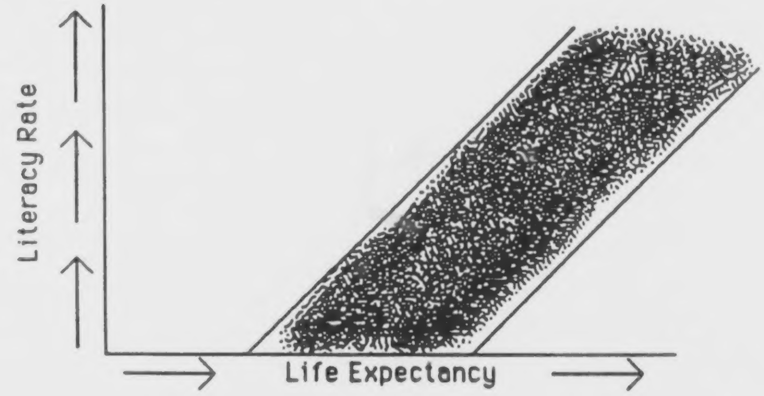
ACTIVITY (Continued)

After the graph has been completed, discuss the relationship between per capita income and population growth rate. Three general areas should be identified on the graph, as indicated by the circles numbered 1, 2, and 3 in the example. Present the following general statement: "As the population growth rate increases, the per capita income decreases." In the example provided, the area defined by number 2 would support that statement; however, this generalization has some distinct exceptions as indicated in areas 1 and 3. Obviously, other factors have an impact on per capita income. A closer examination of area 1 will reveal that the countries are communist or "Soviet bloc" countries. The countries in area 3 are oil-rich countries. At this point, students should observe the total picture of each country rather than only two factors. Use classroom maps and almanacs to stimulate discussion about other factors. Examples of questions to promote convergent thoughts and discussion are:

1. What is the total population of the country? Where do most of the people live? Is that an important factor in the growth of that country? How?
2. How much arable land is available? How does the country provide enough food for its people? How is this factor important for the survival and/or population growth rate for the country?
3. What kinds of jobs do these people have - agricultural, commercial (industrial), service, or government? How does this factor tie into the answers to those questions posed in #1 and #2?
4. What natural resources are available to countries with high per capita income and high population growth rate? Has tourism made a difference in the country's economic development? Has a particular form of government made a difference?
5. Considering all of the factors discussed to this point, what are the resulting and/or expected levels of literacy? How long do people usually survive? Would that make a difference in the country's economy?

ACTIVITY (Continued)

Have students examine the relationship of two other factors involved in economic development - literacy rate and life expectancy. See below for an example of a graph that examines the relationship of the two factors:



The general interpretation of this relationship would be stated as follows: "As literacy rate increases, life expectancy increases." Students can identify some of the same countries in similar ranges of both graphs. The more economically developed countries have greater per capita incomes, lower population growth rate, higher literacy rate, and longer life expectancy. The less economically developed countries tend to move toward the opposite characteristic of each of these four specific factors.

Explore the economic development of countries by assigning students projects to present information through debates, individual research or projects, or team learning about various areas. Provide the following questions:

1. What is the buying power of an individual who lives in a country with a per capita income of less than $500? Instruct students to think in terms of consumer products such as stereo albums, cassette tape players, tennis shoes, blue jeans, video games, and cosmetics.
2. What could some "poor" countries do to improve their economic development? Give specifics.
3. At the rate of population growth for certain identified countries, how long would it take for the country to double its population? Would there be enough food, natural resources, land, jobs, and/or housing? Would life expectancy increase or decrease? What should the country do?
4. What are some issues involved in controlling population growth? What are the religious, cultural, and economic aspects to consider? What are the pros and cons of population control?

ACTIVITY (Continued)

5. Why would education be a significant factor in a country's economic development? What are the reasons for education being higher or lower? Should education be compulsory? How are doctors, teachers, and other professional people trained?
6. What kind of impact will zero or low population vs. high population growth rates have on:

   a. Use of natural resources throughout the world,
   b. Pollution of the earth,
   c. Trade between nations with needed resources and different political beliefs,
   d. Food supply of the world and agricultural development,
   e. Further economic development of identified countries,
   f. Growth of urban areas and change in population of rural areas with resulting conflicts about job opportunities, the needs for clean air, water, housing, transportation, and schools, and
   g. Energy consumption and conservation?

7. How should long-range planning be a part of the twenty-first century with regard to all of these factors?

In addition to developing graphs, display summarized data as follows:

Tell students to group the data and color-code the information on world maps. Use separate maps for each of the four factors: per capita income, population growth rate, literacy rate, and life expectancy. Instruct students to divide each of the four factors into five or six parts. Assign each part a specific color. Have students color-code the identified countries and characteristics on world maps. Have students work in pairs or small groups to accomplish the assignment. Lead students in a discussion using the same kinds of questions given in this activity's examples.

124

125

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOMES:
1. Compare a country's stage of economic development to its population growth rate.
9. Explain the effect of technology on a country's capacity to produce food.
10. Tell how soil conservation is related to food supply.

NOTES FOR THE TEACHER

These activities are based on student research findings which form the foundation for teacher-guided discussions. Convergent and divergent questioning should elicit responses which will indicate an understanding of the complexity of the relationship between food supply and technology, conservation, and economics.

ACTIVITY 1 - OUTCOMES 1 and 10

Divide the class into eight teams and assign each team one of the following topics to research:

- 1-4. The functions of the Food and Agriculture Organization, United Nations Children's Fund, U. S. Department of Agriculture, and U. S. Peace Corps,
- 5. The story of the British rock hit song "Feed the World,"
- 6. The story of the American rock hit song "We Are the World,"
- 7. Agricultural conditions of some given countries (both developed and developing) as reported within the last twelve months in newspaper and magazine articles, and
- 8. The American "Dust Bowl" of the 1930s.

Give each team an appropriate time frame for research. After the research has been conducted, have students present their findings to the class.

ACTIVITY 1 - OUTCOMES 1 and 10 (Continued)

Conduct discussions through teacher-guided convergent questioning and student response. Examples of questions are:

1. What agricultural practices cause (a particular country) to be unable to provide enough food for its people? (for example, Ethiopia, Sri Lanka, Poland, Afghanistan, Bangladesh)
2. What agricultural practices enable (a particular country) to provide enough food for its people? (for example, United States, Ireland, West Germany, France, Denmark)
3. What economic statistics of (a particular country) help provide information about the status of the farm and/or arable land and the ability to feed its own people? What kinds of generalizations can be made from basic statistics and recent news reports and/or current events?
4. How do the factors of climate, land formation, and geographic location impact on food production of (a particular country)?
5. What kinds of farming and soil conservation methods were needed to:

    A. Turn Israel's Negev desert into farmland,
    B. Reclaim land from the sea in Holland,
    C. Transform Brazil's vast central area into productive farmland,
    D. Convert America's desert to a community which supports human, animal, and plant life, and
    E. Enhance rice paddies in Southeast Asia?

6. Write a statement on the board and have students react to or debate the issue involved. Examples of statements are:

    A. The foundation for our complex social structure is the relationship between land and farming.
    B. In the final accounting, everything is purchased with food. Give examples.
    C. Food is used as a source of power by occupying aggressor nations to subjugate rebellious people who are natives. Give examples.
    D. The specialties represented in our society's division of labor have laid the foundation of our civilization. These specialities were purchased with food.
    E. Over 300,000,000 of America's 400,000,000 acres erode faster than soil can be formed.
    F. All Ethiopia really needs to solve hunger problems is more charities sending supplies of food.
    G. The Great Dust Storms that occurred in the 1930s will return if we continue clearing and cultivating sloping lands in America. Explain why.
    H. Religious and traditional beliefs of people in (a particular country) make a difference in the types of food produced for people to eat. Give examples.

ACTIVITY 1 - OUTCOMES 1 and 10 (Continued)

Summarize main points made by students. Through research and the teacher's convergent questions, have students explain the relationship between soil conservation and food supply. Have students grasp a better understanding of other factors involved in food supply.

ACTIVITY 2 - OUTCOMES 1, 9, and 10

List the following places:

Iraq: Nineveh and Babylon
Turkey: Troy and Ephesus
Greece: Delphi
Syria: Palmira
Egypt: Luxor and Thebes
Iran: Persepolis
Pakistan: Mohenjo - Daro
U.S.A.: "Ghost towns" of the West

Other cities may be listed, but each must have the characteristic of the disappearance of a population from an area that was once thriving. Assign those students particularly interested in archaeology the task to research the reasons for the rise and fall of these and other civilizations. Have students discover that probable common reasons include soil erosion by water or wind or both, invasion by nomadic groups of people, and/or lack of soil conservation and technology in the use of resources.

Other places and civilizations have been supported agriculturally by the earth for numerous centuries. Examples include Rome, Athens, Istanbul, Bombay, Tokyo, and Peking. Direct students to investigate how these people have managed to support themselves either through soil conservation or technological advances in agriculture.

Have students make comparisons and draw conclusions about the reasons for the existence of various civilizations. Direct students to conclude that empires and entire civilizations have toppled because of soil erosion, deforestation, neglect, overgrazing, and conflicts between farmers and herdsmen. On the other hand, some societies have flourished for centuries because of careful use of the earth's resources through strip farming, crop rotation, terracing, and other soil conservation measures.

ACTIVITY 2 - OUTCOMES 1, 9, and 10 (Continued)

Have students discuss questions similar to the following:

1. If you had been a top-ranking government official in one of the ancient cities, what would you have done, technologically speaking, to ensure that the civilization continued to thrive? (Discussion should be based on the technology available at that time.)

2. With modern technology available in the world today, why can't places like Ethiopia and Bangladesh increase their food production? (Discussion should be based on the basis of the economic data for these countries.)

Relate all responses to the area of technology and its impact on food production. Encourage discussion that creates a greater awareness in students' minds of the relationship between technology and food production.

Conclude the activity by having students respond in writing to one of the following statements:

1. If I were in a position to solve the food problems of the "starving" countries, I would...
2. I've seen examples of soil erosion in my community. What needs to be done is...
3. The future of my community and my state rests in my hands. To ensure that we will be able to support nature, recreation, agriculture, living space, and to eliminate water and air pollution, I will...

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOMES:
2. Explain four stages of population growth in terms of birth and death rates.
3. Read and interpret population pyramids.
4. Identify Thomas Robert Malthus, and summarize his theory on population growth.
5. Locate the largest population clusters on each of the continents.
6. Calculate arithmetic density of an area.
7. Calculate agricultural density, and explain its usefulness to geographers.

NOTES FOR THE TEACHER

These activities are designed as culminating activities to be used in a classroom or homework project. Materials needed for the activities are an atlas and world maps which indicate population density.

ACTIVITY 1 - OUTCOMES 5, 6, and 7

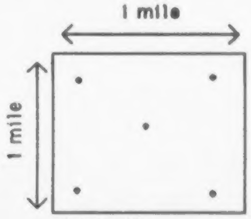
In order for students to locate the largest population clusters on each of the continents, refer them to an atlas or a world map that shows population density. Depending on the type of reference, the legend will indicate approximate population figures in specific geographic areas. Have students include cities with populations of more than one million. After the largest clusters (cities) have been identified, students should indicate those cities' locations on a classroom world map for future reference. An adhesive type of brightly-colored paper cut into small triangles, circles, or squares can be used to cite the population clusters on each continent.

Have students calculate the arithmetic density for a country, a city, or a continent by knowing the total area and the total population of the identified place. Have the students note that agricultural density is based on the percentage of arable land available compared to the total population.

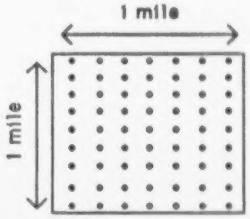
ACTIVITY 1 - OUTCOMES 5, 6, and 7 (Continued)

Two methods by which students can describe a country's arithmetic density are explained as follows:

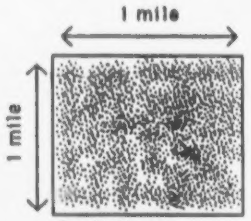
1. Students will draw a small square representing one square mile. Each square will be filled with dots which represent population density. Examples of different population densities illustrate the differences in various population densities.



Australia
5.2 people per sq. mi.



U.S.A.
66 people per sq. mi.



South Korea
1,121 people per sq. mi.

2. Determine an area in the classroom that will represent one square mile. Perhaps the area of one yard by one yard or two yards by two yards will be a large enough area. Depending on the number of students in class, assign each person to represent a total of 10 (or 20, 25, 30) people. Choose various countries which represent a wide range of arithmetic densities. Assign the correct number of students to stand in the measured area. Through this activity, students can gain a more realistic concept of population densities.

Agricultural densities are determined on the basis of the square miles of arable land available for each country.

Instruct students to consult physical maps of various countries and determine what portion of the land might not be suitable for cultivation. Specific figures are identified in almanacs and atlases. Have students calculate the total amount of square miles suitable for agriculture in the countries already identified. Have students determine the agricultural density of each country. Examples are:

1. Australia's arithmetic density is 5.2 people per square mile with a total area of 2,968,000 square miles. The total percentage of arable land is 9%; therefore, the total area of arable land is 267,120 square miles. By dividing Australia's total population of 15,345,000 by the total amount of arable land, the agricultural density of 57.5 is calculated. In other words, this is the population which can be supported by one square mile of cultivated land.

ACTIVITY 1 - OUTCOMES 5, 6, and 7 (Continued)

2. The United States' arithmetic density is 66 people per square mile with a total area of 3,615,621 square miles. The total percentage of arable land is 21%; therefore, its total area of arable land is 759,280 square miles. Based on the total population of 238,631,000, the agricultural density is approximately 315.
3. South Korea's population density is 1,121 people per square mile. Based on the necessary information, its agricultural density is 5997.5.

Point out to students the significance of the difference between arithmetic density and agricultural density. Instruct students to draw models or to stand in a given scale area to represent agricultural density.

By comparing the two kinds of density, have students discuss/answer some of the following questions:

1. What kinds of housing (suburban single house, urban multi-family units) might be available to the people of an identified country?
2. Is the country able to feed its own citizens? Must the country import food for survival?
3. If the land is not suitable for agriculture, what other resources are available for development?
4. Does the country's population affect its citizens' standard of living?
5. Is the population of the country evenly distributed or concentrated in certain areas? What impact does the distribution of population have on the citizens with regard to the basic necessities (clothing, shelter, food) of life?
6. Do the religious beliefs of a country affect the ability or willingness to grow or eat certain foods? (For example, the Hindu religion forbids the slaughter of cattle; the Moslem religion forbids the intake of pork.)
7. How do the population density and the agricultural density impact on the choices people can make about lifestyles, careers, economic growth, education, and war?

ACTIVITY 1 - OUTCOMES 5, 6, and 7 (Continued)

The following cities have been identified as having a population of more than 3,000,000. Have students identify, locate, and collect relevant data for this activity concerning the following cities:

City and Country

Baghdad, Iraq
Bangkok, Thailand
Bogota, Colombia
Bombay, India
Calcutta, India
Canton (Guangzhou), China
Delhi, India
Dhaka, Bangladesh
Ho Chi Minh City, Vietnam
Hong Kong, China
Jakarta, Indonesia
Karachi, Pakistan
Kinshasa, Zaire
Leningrad, U.S.S.R.
Lima, Peru
London, England
Madras, India

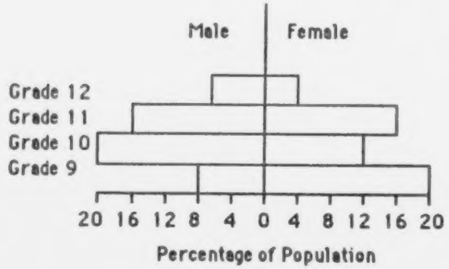
City and Country

Madrid, Spain
Mexico City, Mexico
Moscow, U.S.S.R.
Nanking (Nanjing), China
New York, U.S.A.
Peking (Beijing), China
Pusan, South Korea
Rio de Janeiro, Brazil
Santiago, Chile
Sao Paulo, Brazil
Seoul, South Korea
Shanghai, China
Shenyang, China
Sydney, Australia
Teheran, Iran
Tokyo, Japan
Wuhan, China

ACTIVITY 2 - OUTCOMES 2, 3, 4, 5, and 7

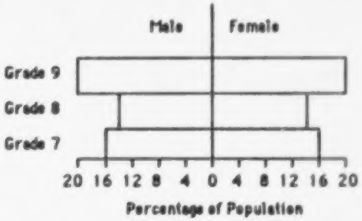
Instruct students to make a population pyramid of the student body. The ages and the sex of all students at each grade level can be identified by registration data. Interpret the population pyramid to indicate a trend in population growth. For instance:

EXAMPLE A



The senior class is the smallest class in the school, and the sophomore class is the largest. There are more females in the freshman class than in any other class, and there are more males in the sophomore class. General trend: Rapid growth.

ACTIVITY 2 - OUTCOMES 2, 3, 4, 5, and 7 (Continued)



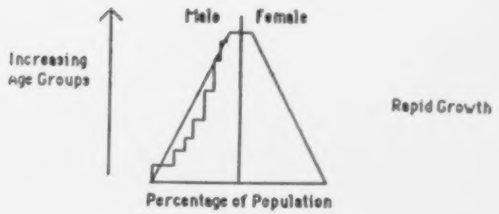
EXAMPLE B

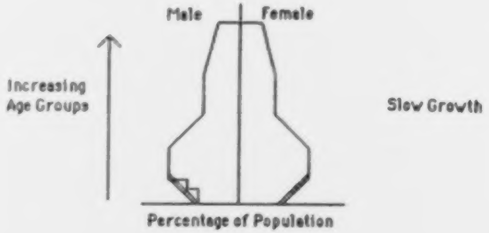
The ninth grade is the largest class in the school, and the eighth grade is the smallest. The percentage of males and females in all grades is evenly distributed. General trend: No growth.

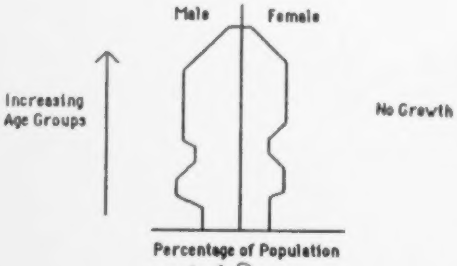
Discuss with students the implications this information suggests with regard to situations that influence their lives at school. Ask students to respond to questions similar to the following:

1. How does the school meet the academic needs of students? Will enough courses be offered to meet graduation requirements? Enough books?
2. What would happen to the junior varsity basketball team if the team was limited to only ninth grade males? (in example A)
3. Are there enough ninth grade males for the ninth grade females to date? Will ninth grade females start dating males in higher grade levels?
4. Based on population, should the sophomore class be very involved in the leadership and/or representation of the school? (See example A.)
5. In example B, could the ninth grade assume more of a leadership role?

Ask students to draw general shapes of population pyramids that represent rapid population growth, slow population growth, and no population growth. Have students draw general shapes of population pyramids, such as:


Increasing Age Groups
Male
Female
Percentage of Population
Rapid Growth


Increasing Age Groups
Male
Female
Percentage of Population
Slow Growth


Increasing Age Groups
Male
Female
Percentage of Population
No Growth

ACTIVITY 2 - OUTCOMES 2, 3, 4, 5, and 7 (Continued)

Assign students to research the population growth rate of various developed and developing countries. Have students consult an almanac for necessary data. Instruct students to note the following statistics: life expectancy, infant mortality, birth rate, and economic factors such as the country's industries, chief crops, minerals, percentage of the labor force in agriculture, import products, and per capita income. Have students make a chart to display the information.

From the information provided, refer to Malthus' theory on population growth and discuss the following issues:

1. Which countries are categorized in each of the following groups?

   Group I - High birth rates, high death rates, slow growth
   Group II - High birth rates, falling death rates, rapid growth
   Group III - Falling birth rates, low death rates, slow growth
   Group IV - Low birth rates, low death rates, slow growth

2. Has the country's population grown, or will it grow beyond its food supply? (Use data about import products, life expectancy, infant mortality, and labor force.)

3. Does the population live at the subsistence level? (Use data about population growth rate, labor force, import products, and per capita income.)

4. Has the population been changed by famine, disease, war, or natural disasters? (Use current events data regarding political situations, droughts, natural disasters, and life expectancy.)

5. Has the government's intervention made a difference in the population growth in some countries (especially in China, India, Pakistan)?

6. What impact does some faraway developing country's growth have on the United States, on private citizens of America, and/or on the state of Alabama?

ACTIVITY 3 - OUTCOMES 2, 3, 4, 5, 6, and 7

Assign students a writing project involving themselves as a ninth grader in a large foreign city. Based on available information, have students describe their lifestyle in the following areas: buying power based on per capita income, choices about education, jobs, housing, marriage, social life, and how the country's religion and government influence their personal choices. Instruct students to read the compositions of other class members or share through a role-play situation. Invite a foreign student to visit class and describe life as a teenager in his or her native country.

ACTIVITY 3 - OUTCOMES 2, 3, 4, 5, and 7 (Continued)

Have students discuss population issues and personal choices in various countries. Suggested population issues that can be discussed in class are:

1. What are the "baby boom" (1946-1964) and the "baby boomlet" in the United States' population growth? What effects do they have on housing, education, jobs, and demands on American society?

2. How does China's government control the population growth rate of its people?

3. What are the pros and cons of a "zero population growth" rate? Should every country dictate zero population growth?

4. If a country is able to improve agriculture and the health of citizens, what impact will those improvements have? If life expectancy increases and the death rate decreases, what changes occur in the society? Where will the older people live? What changes are necessary in child care? Will there be enough food? Will there be more people in the career field of gerontology? How will the quality of life change? Would the literacy rate improve? How would the country benefit from improvements in agriculture and health? Will the food produced be enough to feed a larger and healthier population?

5. Does there seem to be a relationship between per capita income and life expectancy, death rate, birth rate, and infant mortality rate? If so, what does this information indicate about economic well-being and the quality of life in that country?

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOME: 11. Analyze factors that influence the type of work people do.

NOTES FOR THE TEACHER

These activities may be conducted as independent activities; however, they will be more meaningful if they are conducted in the context of the activities developed for Outcomes 1-8 in the area HUMAN CHARACTERISTICS OF THE WORLD and Outcomes 5, 9, 11, and 12 in the area PHYSICAL ENVIRONMENT OF THE WORLD.

ACTIVITY

Direct students' attention to the following types of world maps: physical, political, population, soil and agricultural, economic, and climatic. Assist students in reaching general conclusions about the factors, both physical and human, that might influence the types of work people can do in different locations throughout the world. For instance, the type of climate found in an area of the world can make a significant difference in the types of work conducted there. The same generalization holds true for differences in population density, soil type, terrain, natural resources, and the economy. Each area can be analyzed for the purpose of discussion.

Read selections or assign students to read a variety of selections from Studs Terkel's Working (Pantheon Press, 1974) or similar books. After reading the selections, conduct a discussion to identify the reasons those people chose those particular work situations.

Have students identify with a more realistic, personal situation by assigning each student to interview someone who works. Have students choose a family member or someone who presently works in a career field in which they are personally interested. Devise with the students a series of interview questions that will enable all of the students to obtain similar information. Encourage the group to learn about as many different types of work as possible. For example, jobs in agriculture, industry, the arts, service, commerce, and government should be represented as broadly as possible. All of the interviews should be shared with the class.

ACTIVITY (Continued)

Following the students' presentations, conduct a discussion to explore concepts about the world of work. For example:

1. Examine the idea of interdependence among the various types of work.
2. Discuss how different types of work change lifestyles or living situations of individuals.
3. Discuss how communication within the workplace occurs.
4. Identify and discuss the various levels of education necessary for different types of work.
5. Discuss personal interests that influence career/work choices of individuals.

At the conclusion of this activity, ask students to write a personal response paper. Ask the students to indicate what type of work they plan to do, what is required to be qualified, what they expect, and why they are thinking about that particular type of work. In essence, have students identify the factors that would influence the type of work they choose to do.

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOME: 12. Name four significant achievements in the development of culture.

NOTES FOR THE TEACHER

Use this activity to introduce or to summarize a study on the cultures of various nations. The activity is designed as a writing activity, but it may be adapted as a classroom discussion, a brainstorming session, a skit, or any other appropriate type of presentation.

ACTIVITY

List the universals of culture and indicate if they are directly or indirectly connected to the four significant achievements in the development of culture (the discovery of fire, the development of tools, the development of agriculture, the development of writing). Write the list on the chalkboard to stimulate thinking and discussion.

Design a wheel shape for displaying the data. In the hub of the wheel, list the four significant achievements in the development of culture: the discovery of fire, the development of tools, the development of agriculture, and the development of writing. In the spokes of the wheel, list the following universals of culture: material (food, clothing, tools, housing, transportation, and household articles); art (cultural values and forms of art, play and recreation); language (verbal and non-verbal); social organization (jobs, families, social systems); social control (systems and institutions of government); economic organization (standard of living, trade and exchange, work and agriculture); education (formal and informal); and world view (religion and belief systems).

ACTIVITY (Continued)

Lead the students in a discussion or brainstorming session concerning the significant achievements that formed the foundation for each of the cultural universals. Direct students' thinking to the specific connections and the sequential development of the cultural universals. Select a method by which students address the following questions:

- Why are the "significant achievements" significant?
- How would cultures be different if fire had never been discovered?
- How would our days/lives be described if we had to manage without the development of agriculture (or tools or writing)?
- If we started a new civilization on another planet, which of the four significant achievements would you choose to have available first (or eliminate, or postpone)? Why?

Instruct students to find pictures that represent the universals of culture. Have students share their pictures with the rest of the class and explain the connection between their picture and the universals of culture. Instruct students to share their report, information, skit, opinions, or debate with the remainder of the students.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOMES:
14. Identify three countries containing a given type of region.
15. Name and locate major religions of the world.
16. Name and locate major language regions.
17. Name, compare, and locate major political systems.

NOTES FOR THE TEACHER

This activity can be presented as a game or a contest among students. It is designed as a culminating activity developed through students' research. Students should begin the research at the beginning of the semester and continue for the full term.

ACTIVITY

Instruct students to gather as many facts as possible about a particular country. Have students collect unique pictures from old magazines designed for travel or geography. Newspaper articles depicting various kinds of information (natural disasters, political situations, religious events) and reports from international television news should be collected.

After all information has been collected, assign students to work individually, in pairs, or in teams to develop descriptive statements which combine at least three specific facts about a particular country's physical features, major religion, major language, and/or major political system. For example:

1. This country occupies the largest land area of the world, has a large tundra region used for political isolation, and is officially atheist in religious belief. (Russia)
2. This country has many fertile land areas, the world's second highest population, and the majority of the people practice the Hindu religion. (India)
3. This Asian country is made of islands which are mostly mountainous, and the Buddhist and Shinto religions are both practiced and accepted. (Japan)

ACTIVITY (Continued)

4. This country has one of the longest navigable rivers, two major mountain ranges, and every major world religion represented. (U.S.A.)
5. This country is mostly desert area with a small percentage of arable land where most of the population lives, making it one of the most densely populated areas of the African continent. Its citizens practice the custom of Ramadan, and it is well known for hieroglyphics. (Egypt)
6. This country has three major languages and is a major tourist area because of ski resorts. It is also known politically as a neutral country. (Switzerland)

After all information has been collected, divide students into teams or groups for competition. Begin the competition in one of the following ways?

1. Brainbowl Teams - Points are given to the team with the most correct answers.
2. Jeopardy - Categories for all of the information are established (for example, by continent, by types of physical regions, by religion, and by types of culture). Students select the category and respond to the description by asking a question which includes the answer.
3. Picture ID - The collected pictures are held up without any comment except what should be identified (for example, the culture, the religion, the specific country, or the continent). Present enough clues in the picture for correct identification.
4. Trivial Pursuit - Adapt the game board and pieces to categories and questions about world geography.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: HUMAN CHARACTERISTICS OF THE WORLD

OUTCOMES: 5. Locate the largest population clusters on each of the continents.
15. Name and locate major religions of the world.
16. Name and locate major language regions.

AREA: PHYSICAL ENVIRONMENT OF THE WORLD

OUTCOME: 11. Identify the five major climate groups.

NOTES FOR THE TEACHER

This activity is generic in nature and may be adapted for the particular needs of the class. Equipment needed includes map transparencies, overhead projectors, and large sheets of paper.

ACTIVITY

1. Divide the class into four groups.
2. Assign each group one of the following topics:
   (a) Major climate regions,
   (b) Large population centers,
   (c) Major religious regions, and
   (d) Major language regions.

Industrial, agricultural, or other areas may be substituted.

3. Have each group develop a world map showing the global extent of the assigned topic.
4. Provide the groups with large sheets of paper, magic markers, and colored pencils.
5. Allow each group to draw a map from viewing a transparency flashed from the overhead projector and to develop a legend for the map.
6. Have each group share its completed work with the class.
7. For a culminating activity, display all maps in the room. Ask the class to analyze all four maps and make generalizations or interrelate the factors being considered.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREAS: DEVELOPED WORLD/LESS DEVELOPED WORLD

AREA: DEVELOPED WORLD

OUTCOMES:

1. Define the term "physical environment."
2. Distinguish among the major physical regions of the United States.
3. Describe the kinds of climates that characterize the United States.
4. Compare the general cultural and economic regions of the United States, and list states within each.
5. Describe a number of American cultural characteristics.
6. Describe the major nationality groups that make up the U.S. population.
7. Distinguish among the major physical regions of Canada.
8. Describe the kinds of climates that characterize Canada.
9. Distinguish among the general cultural and economic regions of Canada, and list which provinces are in each.
10. Describe several Canadian cultural characteristics.
11. Identify physical features and climate types of Western Europe (British Isles, France, West Germany, Spain, Portugal, Italy, Greece).
12. Compare the economic activities of Northwestern Europe and Southwestern Europe.
13. Compare the cultures of Northwestern Europe and Southwestern Europe.
14. Explain the role of the European Economic Community.
15. Identify the major physical features of Eastern Europe and the Soviet Union.
16. Compare climate zones of Northeastern Europe and Southeastern Europe and of the Soviet Union.
17. Explain the role played by the Soviet Union in the economic and political development in Eastern Europe.
18. Compare the various cultures of the Soviet Union and Eastern Europe.
19. Identify major physical features of Japan, Australia, and New Zealand.
20. Identify and compare the climate and the natural resources of Japan, Australia, and New Zealand.
21. Compare patterns of economic development in Japan, Australia, and New Zealand.
22. Identify and compare the cultures of Japan, Australia, and New Zealand.

AREA: LESS DEVELOPED WORLD

OUTCOMES:
1. Identify and compare the physical regions and the climates of Northern, Central, and Southern Africa.
2. Identify and compare the natural resources of Northern, Central, and Southern Africa.
3. Identify and compare various cultural groups in Northern, Central, and Southern Africa.
4. Identify and compare economic development in Northern, Central, and Southern Africa.
5. Identify the physical regions and the climate of the Middle East.
6. Identify and explain the effect on life of the major natural resources in the Middle East.
7. Identify and compare the three major cultural/religious groups in the Middle East.
8. Identify and compare the physical regions and the climate of Asia.
9. Identify and compare the natural resources of Asia, and explain their effects upon life in the various regions.
10. Identify and compare the various cultural groups of Asia.
11. Identify and compare the economic development of different areas in Asia.
12. Identify and compare the physical regions and the climate of Latin America.
13. Identify and compare the natural resources of Latin America, and explain the development and use of the natural resources.
14. Identify and compare the various cultural groups in Latin America.
15. Identify and compare economic development in Latin American countries.

NOTES FOR THE TEACHER

The following activities are generic in nature and touch on the aspects of culture, climate, and physical environment. The first activity is presented in the format of a research project. The second activity can be used to study the economic indicators of any particular country. Both activities can be appropriately conducted as long-term activities.

ACTIVITY 1

Early in the semester, instruct each student to select two countries, one developed country and one less developed country, that the student would like to explore. Provide each student with guidelines to assist in organizing the information. One format is to collect data about a country's political structure; economic activities; major religion(s) and practices; educational system; family, social, and ethnic groups; and aesthetic endeavors, such as art, music, drama, and literature. Require students to provide a series of maps showing topography and physical features, climate, population density, languages, industry, agriculture, and natural resources. Instruct students to analyze the country's strengths and weaknesses; identify any political, cultural, and economic diffusion to and from other countries; locate each country on a world map; and develop personal conclusions based on the analyses.

ACTIVITY 1 (Continued)

Over a period of several weeks, have each student collect as much information as possible from a variety of sources. Give the students a time line stating when certain aspects of information are due. Have students gather information from the following sources:

1. The countries' embassies,
2. The United Nations,
3. Textbooks,
4. Almanacs,
5. World atlas,
6. Encyclopedias,
7. Newspaper and magazine articles,
8. Interviews with natives or those who have lived in or visited the country,
9. Television, especially PBS or network news programs, and,
10. States' chambers of commerce of various American regions.

Students should send letters requesting information to embassies and the United Nations early since it usually takes several weeks to receive replies.

Several options are available to the teacher for student presentations of the projects. Among these are:

1. Oral reports with maps, charts, graphs, posters, pictures, and/or diagrams related to aspects of the country. With advanced planning, the teacher would incorporate each student's presentation when the unit including the country is studied;

2. Written reports in booklet form turned in before the end of the semester;

3. Entry of the project in the local, county, district, and/or state social studies fair; or

4. A combination of any or all of the above.

ACTIVITY 2

Draw a large square on the chalkboard. Place marks to represent hills and mountains in the upper left corner. Make marks to represent woods in the upper right corner. Draw a river vertically between the hills and mountains and the woods.

ACTIVITY 2 (Continued)

Describe the climate of this territory as being hot and dry during summer and cold with moderate snowfall in the winter. Have students explain the ways different groups of people might use this land. Describe one group of people as being from a less developed nation with herds of sheep and cattle and raising most of their own food. Describe the other group of people as being from a developed nation with a modern industrialized society. Ask students to explain how each of the groups would use the land as it is described. For example,

1. How would the industrialized group use the river?

2. How would the less industrialized group use the land south of the river?

3. How would the industrialized group use the wooded area?

4. How would the available resources be conserved by each group?

Using aerial photographs of a variety of physical environments, guide students in analyzing land utilization of the particular area shown in the photo. Instruct students to speculate as to whether the area is rural or urban and developed or less developed. Ask students how the natural appearance of the land has been altered. Help students to explore how the alterations were accomplished.

Show photographs or slides of a variety of jobs and ask students to identify the types of economic activities represented by using the following definitions:

1. Primary - work that makes direct use of natural resources; direct, constant interaction between the land and the people who use it; (examples: growing a tomato, catching a fish to eat, or finding wood for a fire).

2. Secondary - work that includes manufacturing or handling of resources already taken from their natural physical environment; (examples: any kind of manufacturing or construction).

3. Tertiary - work that includes all service occupations, usually directed toward people more than toward products; work usually removed from both the land and the natural resources; (examples: teacher, doctor, business consultant, social worker, or salesperson).

Use specific pictures or descriptions to discuss the geographical regions or countries being studied. With the use of maps and statistical data, students can study how different societies use land. Have students judge whether a society's land use is traditional (as in the less developed countries) or more modern (as in the developed countries) by evaluating the per capita gross national product (GNP)--the total value of a country's goods and services produced in one year.

ACTIVITY 2 (Continued)

Direct students to research the economic indicators that yield information about the country's GNP. Remind students that in order to find the per capita GNP, they must divide the total GNP by the total population of the country. When studying more than one region or country, instruct students to gather data so that comparisons can be made. Retain the data throughout the semester and keep the information visible while students are studying many different countries.

Have students research other indicators since the GNP is not the only measure of quality of life in a country. Have students report about general health, life expectancy, infant mortality rates, level of education, percent of laborers in the work force, distribution of wealth, spirit of the people, beauty of the environment, and religious beliefs as they influence the economy. Have the information developed by teams, pairs, or individual students and presented to the class.

Guide students to begin making connections between land use and the level of economic achievement. Address discussion questions such as:

1. How is a low per capita GNP associated with land use? (Generally speaking, societies that use land in traditional ways have low per capita GNPs. There is a high percentage of the labor force involved in the primary activity of agriculture. When most people must work the land in order to feed themselves, they have neither time nor energy to produce the goods and services which can be sold for money.)

2. How is a low per capita GNP associated with a high birth rate, a high infant mortality rate, or a low level of literacy? (Generally, people in countries with low per capita GNP have many children because children are considered economic assets since they are additional people who can work the land. Because the economy of the country is so poor, there is not enough food and/or money to support a long or healthy life. Subsistence farming is a way of life for many people, and the lack of resources and technology shortens the life expectancy. Little time or effort is left for education.)

3. How is a high per capita GNP associated with land use? (When the country is able to use advanced technology to meet its agricultural needs, more time can be devoted to other things; therefore, the demand for services rises. In a society that is approaching economic maturity, the percentage of workers in tertiary activities increases.)

ACTIVITY 2 (Continued)

This activity can be used throughout the semester. Have students research statistics for specific countries and relate them to the country's economy. Have students organize into "think tanks" to develop solutions to problems in certain countries. For example, tell students to respond to challenges similar to the following:

- Help Ethiopia solve its food problems;
- Propose ways for Colombia to develop crops other than coffee for export;
- Raise India's GNP;
- Help America deal with its environmental issues; and/or
- Advise Central African countries on ways to develop resources for trade.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREAS: DEVELOPED WORLD/LESS DEVELOPED WORLD

AREA: DEVELOPED WORLD

OUTCOMES:
1. Define the term "physical environment."
2. Distinguish among the major physical regions of the United States.
3. Describe the kinds of climates that characterize the United States.
7. Distinguish among the major physical regions of Canada.
8. Describe the kinds of climates that characterize Canada.
11. Identify physical features and climate types of Western Europe (British Isles, France, West Germany, Spain, Portugal, Italy, Greece).
15. Identify the major physical features of Eastern Europe and the Soviet Union.
16. Compare climate zones of Northeastern Europe and Southeastern Europe and of the Soviet Union.
19. Identify major physical features of Japan, Australia, and New Zealand.
20. Identify and compare the climate and the natural resources of Japan, Australia, and New Zealand.

AREA: LESS DEVELOPED WORLD

OUTCOMES:
1. Identify and compare the physical regions and the climates of Northern, Central, and Southern Africa.
2. Identify and compare the natural resources of Northern, Central, and Southern Africa.
5. Identify the physical regions and the climate of the Middle East.
6. Identify and explain the effect on life of the major natural resources in the Middle East.
8. Identify and compare the physical regions and the climate of Asia.
9. Identify and compare the natural resources of Asia, and explain their effects upon life in the various regions.
12. Identify and compare the physical regions and the climate of Latin America.
13. Identify and compare the natural resources of Latin America, and explain the development and use of the natural resources.

NOTES FOR THE TEACHER

This activity requires the use of slides or magazine pictures which depict natural resources, climate, people, and/or a physical region throughout the world. Generic questions for guided discussion have been suggested for teachers to assist students in not only visually observing details in the picture, but also in drawing conclusions about the impact of natural resources, climate, and/or physical regions on human life and economy.

ACTIVITY

Show a slide or picture which depicts a particular physical region, climate, natural resource, and/or group of people. Lead students in observing details by asking questions such as:

Place - Where is this place? Could it be anywhere else? Where? Is it commonly found or is it unique? Is it part of a region? Why or why not? What is a region? Can you describe or define this region? What might be the boundaries of this place or region? Does anyone live here? Who? Can you describe the people? How? How many people live in this place? Why do you suppose people chose this place to live? Why is this place urban (or rural)?

Landscape - Is this place flat or mountainous, wet or dry, natural or altered by man? What types of physical features are visible? What other natural features do you see? What vegetation? What animal life? What resources? From where was this photo taken? Why do you think the photographer used that angle? What are its advantages and limitations? Is this photo better than a map of this area for any reason? What?

Landscape Utilization - What is going on here? How is the landscape used? Is there evidence of human existence? Does the evidence suggest long- or short-term utilization? How long or short and what is your evidence? What are the products of this place? What are the natural resources? What are its surpluses and shortages? What must probably be imported? What exported? Is there evidence of trade? What is the evidence? What percentage of the population might be engaged in trade? What is probably traded? To and from where?

Urbanization - Is there evidence of urbanization? If not here, then nearby? What is necessary for urbanization? Do you see those things here? Is this a potential urban site? What is the acreage and population density? What percentage of the land is used for what purposes? What evidence is there of industry? What do you suppose is produced? Where are raw materials obtained for industry in this area? Where are finished goods marketed? What level of technology is evident?

ACTIVITY (Continued)

Linkages - What linkages are visible? What is the level of sophistication of these linkages? Are power lines, railroads, airports, roads, boats, TV antennae, or other examples of transportation or communication visible? What percentage of the landscape is used for them? What is their significance to the people who live here? Are there machines? What types? How old are they? For what are they used? What is the primary type of transportation?

Architecture - What is the architecture? Are there different styles present which indicate sequential building? What are the materials used for building? Is a particular type of dwelling necessary because of the climate? Are the building materials native or imported? If imported, from where? How? What is the level of sophistication of the architecture? What percent of the population do they serve? Are there monuments? To what? Is there evidence of communal effort? Is there specialization of labor? Can you explain what kinds?

Political - Are there visible boundaries or barriers? Can you describe them? Why are they there or why are they absent? Are there invisible boundaries? How are they marked? How do these boundaries differ from those with which we are familiar? How are they alike? Can you read these boundaries as easily as the native inhabitants? Would they have trouble reading ours? To whom do these people give their loyalty or support? Is there evidence of a government in operation? What kind? What is the evidence? What symbols do the people use to identify themselves and their place as unique? How might a physically and visibly similar area express its uniqueness? How does this place relate to other places? What is your evidence? What do you suppose is the land ownership system?

Change - How has the natural landscape been changed? How long did this change take? How many people were probably involved? What were the human labor costs to make these changes? Were there social costs? Can you explain them? Was the government involved in the changes? What is the primary purpose of this landscape? In the process of change, was anything created or destroyed? What? Is there evidence of waste, pollution, or environmental protection? Can you describe your evidence? Why was the landscape changed in this way? Can you describe the original, natural landscape?

People - What are the people like who live in (or near) this place? What evidence can you find in the photo to describe the people as tall or short, industrious or lazy, friendly or unfriendly? How does the climate, land, and urbanization affect the clothing worn? Do any health problems prevail because of location? What is the birth rate? Can you support your answers? What is the mortality rate? What is the GNP? What is the health and sanitation situation in this place? How do you know? What is the education system like? What types of tools do the people use? What are the occupations? Is there evidence of religion? Speculate as to why or why not.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREAS: DEVELOPED WORLD/LESS DEVELOPED WORLD

AREA: DEVELOPED WORLD

OUTCOMES:
2. Distinguish among the major physical regions of the United States.
3. Describe the kinds of climates that characterize the United States.
4. Compare the general cultural and economic regions of the United States, and list states within each.
7. Distinguish among the major physical regions of Canada.
8. Describe the kinds of climates that characterize Canada.
9. Distinguish among the general cultural and economic regions of Canada, and list which provinces are in each.
11. Identify physical features and climate types of Western Europe (British Isles, France, West Germany, Spain, Portugal, Italy, Greece).
12. Compare the economic activities of Northwestern Europe and Southwestern Europe.
15. Identify the major physical features of Eastern Europe and the Soviet Union.
16. Compare climate zones of Northeastern Europe and Southeastern Europe and the Soviet Union.
17. Explain the role played by the Soviet Union in the economic and politial development in Eastern Europe.
19. Identify major physical features of Japan, Australia, and New Zealand.
20. Identify and compare the climate and the natural resources of Japan, Australia, and New Zealand.
21. Compare patterns of economic development in Japan, Australia, and New Zealand.

AREA: LESS DEVELOPED WORLD

OUTCOMES:
1. Identify and compare the physical regions and the climates of Northern, Central, and Southern Africa.
2. Identify and compare the natural resources of Northern, Central, and Southern Africa.
4. Identify and compare economic development in Northern, Central, and Southern Africa.
5. Identify the physical regions and the climate of the Middle East.
6. Identify and explain the effect on life of the major natural resources in the Middle East.
8. Identify and compare the physical regions and the climate of Asia.
9. Identify and compare the natural resources of Asia, and explain their effects upon life in the various regions.

OUTCOMES (Continued)

11. **Identify and compare the economic development of different areas in Asia.**
12. **Identify and compare the physical regions and the climate of Latin America.**
13. **Identify and compare the natural resources of Latin America, and explain the development and use of the natural resources.**
15. **Identify and compare economic development in Latin American countries.**

NOTES FOR THE TEACHER

The economic development of any country is closely associated with its climate, natural resources, and physical geographical features. This activity is designed to be used by the teacher as an introduction to a unit study of a particular country or geographical region. The purpose of the activity is to stimulate students' thinking and to raise their level of awareness about the relationship between the physical environment and the economic development of a country. The method suggested is that of teacher questioning by the use of convergent and divergent questions following the collection of data by students.

ACTIVITY

Devise a plan by which students, either individually or in small groups, will select a particular country or region to study. Instruct students to use a number of resources (topographical maps, newspaper and magazine articles, atlases, network television and radio newscasts, textbooks) to gather data in the following areas:

1. Topography
2. Occurrence of natural disasters (earthquake, tornado, typhoon, drought, flooding, hurricane, volcanic activity)
3. Climate and latitudinal characteristics (including lengths and dates of seasons)
4. Total land area, total arable land, and types of soil
5. Natural resources and their accessibility
6. Total population
7. Population centers
8. Population density
9. Foodstuffs - Crops and animal products
10. Economic factors such as per capita income, GNP, trade imports and exports, and work force percentage.

ACTIVITY (Continued)

After information has been collected, have students make a large summary chart of the data for the purpose of guiding discussion. Through questioning, lead the students to discuss and discover similarities and differences between or among the countries being studied. Suggested examples of questions to guide thinking are:

1. Topography - What are the major landforms found in the area being studied? To develop the aspect of topography as it relates to economy, ask questions similar to the following:

    A. When studying countries such as Japan, Mongolia, Mexico, Nepal, and Chile, how do the mountains influence the amount of land available for agriculture and for living areas? How do they influence the development of the economy? How do they hamper the economic development?

    B. When studying countries such as Italy, Korea, and Malaysia, how does the peninsular shape of a particular country affect its economy? Are suitable ports built? Is that a boon to the country? Does the peninsular shape create a vulnerability of national defense to the country's citizens?

    C. When studying countries such as Bangladesh, Egypt, and Brazil, what influence does the large delta area of the river have on the economic development of a particular country? Are living conditions crowded? Are enough job opportunities available? Does the delta create or provide land area for food production?

    D. When studying countries such as New Zealand, Japan, Taiwan, Iceland, the Phillippines, and Sri Lanka, how does being an island nation impact on the economic development of the country? Since the country is surrounded by water, have the resources of the ocean been developed for the economy? Is being an island nation detrimental to the economic development of the country? What have the people done to capitalize on the available resources?

    E. When studying locations such as Iceland, Greenland, Canada's Northwest Territory, U.S.S.R.'s Siberia, Alaska, Switzerland, and Norway, in what way does the presence of glaciers affect the economy of the country or area? Is it possible to get to the available natural resources? How do the glaciers impact on the amount of land available for agriculture, on population centers for population growth, and on the support of animal life?

    F. Ask similar questions with regard to plains, valleys, rivers, basins, lakes, hills, plateaus, and bays.

ACTIVITY (Continued)

2. Occurrence of natural disasters -

   A. When studying areas such as Mexico, Equador, Japan, and California, is the area on an earthquake fault? Have any earthquakes recently occurred? How does the frequency of earthquakes affect the construction business? What often happens to the economy of the country following a severe earthquake or a tidal wave?

   B. When studying areas such as Indonesia, the Philippines, Taiwan, and the southeastern section of the United States, during the typhoon/hurricane season, how is the economy of the country affected in the event of a major storm? How does the frequency of typhoons or hurricanes influence the construction of housing?

   C. Ask similar questions about tornadoes, droughts, flooding, volcanic activity, and other natural disasters.

3. Climate and latitudinal characteristics - What is the climate of the country? When do the seasons occur? What influence does the country's climate (in combination with the topography) have on the arable land and plant and animal food production in the country? What influence does the climate-topography combination have on the population centers and population density in the country?

4. Total land area, total arable land, and types of soil - What is the total land area of the country? How does it compare to the United States or to a section of the United States? What is/are the predominant type(s) of soil? Which types of areas (for example, desert, tundra, and/or prairie) are dominating the country? How are the different types of soil cultivated or used for food production? Is all of the arable land used for food production or is it used for people to live and work in non-agricultural jobs? Is there enough suitable land to support the food requirements of the country's population? How does that impact on the country's dependence on other countries?

5. Natural resources and their accessibility - What are the natural resources available to the country? How are they used to meet the needs of the people? Are the natural resources available but too costly to obtain? Are there natural resources that are used in power plays with other countries? How are they used for trade or export? What products are imported and how are they used? Has the location of various natural resources helped create population centers? Has their availability helped to improve the country's technology?

6. Total population, population centers, and population density - What is the population? Where are the largest groups of people found? Based only on facts about physical geography, why are the population centers where they are? What other population-related data are descriptive of the country? Birth rate? Death rate? Population growth? How crowded is the country? How crowded are urban areas? What is the agricultural density? Is the population such that enough resources, both food and non-food, are available for self-sufficiency and/or for trade? Are there enough job opportunities for people?

ACTIVITY (Continued)

7. Foodstuffs, crops and animal products - Is there enough food produced to feed the population? Why or why not? What other food resources are available to certain nations (for example, island nations)? What surplus food products are exported or traded with other countries to obtain enough food? Is the predominant soil type supportive of agriculture? Does the country have enough technology to develop the soil for greater agricultural production? Does the country have enough technology to develop certain types of landforms into productive agricultural areas?

8. Economic factors - What does the per capita income figure indicate about the economic level of the country? How does the per capita income correspond to the percentage of laborers in the agricultural work force? Is technology developed enough to reduce the agricultural labor force and to increase the technological, commercial, and service labor forces? What is the country's GNP? What items are used for trade? What items, foodstuffs, and natural resources must be imported either to maintain or to improve the country's economy?

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREAS: DEVELOPED WORLD/LESS DEVELOPED WORLD

AREA: DEVELOPED WORLD

OUTCOMES:

1. Define the term "physical environment."
11. Identify physical features and climate types of Western Europe (British Isles, France, West Germany, Spain, Portugal, Italy, Greece).
12. Compare the economic activities of Northwestern Europe and Southwestern Europe.
14. Explain the role of the European Economic Community.
15. Identify the major physical features of Eastern Europe and the Soviet Union.
17. Explain the role played by the Soviet Union in the economic and political development in Eastern Europe.
18. Compare the various cultures of the Soviet Union and Eastern Europe.

AREA: LESS DEVELOPED WORLD

OUTCOMES:

1. Identify and compare the physical regions and the climates of Northern, Central, and Southern Africa.
2. Identify and compare the natural resources of Northern, Central, and Southern Africa.
3. Identify and compare various cultural groups in Northern, Central, and Southern Africa.
4. Identify and compare economic development in Northern, Central, and Southern Africa.
8. Identify and compare the physical regions and the climate of Asia.
9. Identify and compare the natural resources of Asia, and explain their effects upon life in the various regions.
10. Identify and compare the various cultural groups of Asia.
11. Identify and compare the economic development of different areas in Asia.
12. Identify and compare the physical regions and the climate of Latin America.
13. Identify and compare the natural resources of Latin America, and explain the development and use of the natural resources.
14. Identify and compare the various cultural groups in Latin America.
15. Identify and compare economic development in Latin American countries.

NOTES FOR THE TEACHER

This activity focuses on countries throughout the world that are landlocked. Through a variety of activities, students will examine the historical, social, and economic aspects of landlocked nations located on the continents of Africa, Europe, Asia, and South America.

ACTIVITY

To introduce the concept of "landlocked," define for the students or encourage them to define "landlocked." Students need to reach the basic understanding that the term describes a country either completely or almost surrounded by land, a country with a seacoast. Give students a brief pretest (written or oral) of geographic knowledge about landlocked nations by asking questions similar to the following:

1. What percentage of the world is water? (answer: 70%)

2. How many of the world's independent countries are landlocked? (answer: 30%)

3. Are there more or fewer landlocked countries than there were before World War II? (answer: There are twice as many landlocked countries today than there were before World War II.)

4. What are two typical characteristics of landlocked countries? (answer: generally poor and small)

5. List four continents with landlocked nations in order from the largest to smallest number of landlocked nations. (answer: Africa, 14th; Europe, 9th; Asia, 5th; South America, 2d)

Divide students into small groups. Instruct students to develop a list of possible advantages and disadvantages of landlocked nations. Examples include:

Advantages - Historically, for physically isolated areas, landlocked nations were protected from foreign wars, invaders, and the influence of inferior cultures or barbarians.

Disadvantages - After World War II, as more newly independent states struck out on their own and sought to join a world of expanding international trade, being landlocked caused some of the following current problems:

A. Lack of coastline cripples trade because 80% of all goods in international trade are moved by sea at least part of their voyage.

B. Lack of a coastline forces dependence on neighboring countries.

ACTIVITY (Continued)

C. Landlocked nations are often victims of another country's wars, dock strikes, trade embargoes, tolls, and/or priorities. They are dependent on normal conditions prevailing in the neighboring countries. Usually, the landlocked nations cannot send troops, and they cannot negotiate the situation; they can only sit and wait.

D. Landlocked nations are caught in a vicious circle. Goods going into and out of the country cost more, are often delayed or damaged, or they mysteriously disappear.

E. Landlocked countries are often small and poor, and they have very little bargaining power because of their poor economy.

Instruct the students to locate the world's landlocked nations. Students should have access to an atlas or world map. Divide students into teams or pairs to conduct research. Use different methods to identify the countries. For example, students can label the countries on individual blank maps of the continents or locate the countries on classroom-size maps Have students locate the following countries:

Africa (13)
Central African Republic
Burkina Faso
Niger
Chad
Uganda
Rwanda
Burundi
Malawi
Zambia
Zimbabwe
Botswana
Lesotho
Swaziland

Europe (9)
Switzerland
Czechoslovakia
Austria
Hungary
Luxembourg
Liechtenstein
Andorra
Vatican City
San Marino

Asia (5)
Afghanistan
Bhutan
Nepal
Mongolia
Laos

South America (2)
Bolivia
Paraguay

ACTIVITY (Continued)

Assign certain countries to students for further research. Have students consult a variety of sources to find facts related to the economic and social conditions of the assigned countries. Tell students to collect information on the following:

Life expectancy
Adult literacy rate
Availability of education
Population growth rate
Merchandise exports
Chief crops
Infant mortality
Daily per capita calorie supply
Population per physician
Percentage of labor force in agriculture
Energy consumption per capita
Distinguishing physical features

Have students compile their findings and assemble the data in chart-like form for comparison. After all data have been collected, instruct the students, in groups or pairs, to make generalizations about landlocked countries and to compile the generalizations in a manner appropriate to the study.

Continue the research into problems of landlocked nations. Have students read about the assigned nations in an almanac, textbook, encyclopedia, or other available resource book. Review some of the problems of landlocked nations. Have students look for evidence which might be a cause for their assigned nation's problems. Examples include:

Niger (Sahel, West Africa) - Higher prices on imports and exports exist. Formerly French West Africa, there is no railroad, only one or two flights a day, and few resources. Uranium from Niger must be trucked hundreds of miles to ports in Togo or Benin.

Uganda - The country had its "lifeline" severed during the era of Idi Amin because the border between Uganda and Kenya was closed in 1976 after the Israeli rescue of the Entebbe hostages. The action caused severe petroleum shortages.

196

197

ACTIVITY (Continued)

Botswana - Despite its opposition to South Africa's policy of apartheid, Botswana must maintain good relations with South Africa, which borders it on three sides.

Nepal - Strikes at the docks in Calcutta, India, have halted the flow of goods from India to Nepal. Even under normal conditions, goods can be delayed for months because of customs and clearance problems. Nepal is seeking a second outlet to the sea via Bangladesh.

Afghanistan - The country was denied access to the Arabian Sea for almost two years when hostilities closed the border to Pakistan. Before these closings in the 1950s and 1960s, Karachi was Afghanistan's principal port. The country then looked to the Soviet Union for overland routes to other ports, and Karachi never regained its former position.

European countries - In Europe, being landlocked is not a major handicap. The European countries have efficient rail and river networks and an integrated economic system which help keep landlocked countries prosperous.

After students have completed and orally presented their findings regarding various landlocked nations, ask each student to write an essay on landlocked nations. Have students define the term, discuss causes and problems associated with landlocked nations, and support their essay with data collected about the landlocked nations.

Complete the study of landlocked nations with a discussion about the futures of landlocked nations or areas. Possible questions to initiate discussion are:

1. If Palestinian Arabs were to win an independent state on the West Bank, what would happen?
2. If Zaire's mineral-rich Shaba (Katanga) Province seceded, what would happen?
3. If disputed/divided Kashmir became independent from India and Pakistan, what would happen?
4. If Iraq lost its slim access in the Persian Gulf to Iran, what would happen?

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREAS: DEVELOPED WORLD/LESS DEVELOPED WORLD

AREA: DEVELOPED WORLD

OUTCOMES:
4. Compare the general cultural and economic regions of the United States, and list states within each.
9. Distinguish among the general cultural and economic regions of Canada, and list which provinces are in each.
12. Compare the economic activities of Northwestern Europe and Southwestern Europe.
17. Explain the role played by the Soviet Union in the economic and political development in Eastern Europe.
21. Compare patterns of economic development in Japan, Australia, and New Zealand.

AREA: LESS DEVELOPED WORLD

OUTCOMES:
4. Identify and compare economic development in Northern, Central, and Southern Africa.
6. Identify and explain the effect on life of the major natural resources in the Middle East.
9. Identify and compare the natural resources of Asia, and explain their effects upon life in the various regions.
11. Identify and compare the economic development of different areas in Asia.
13. Identify and compare the natural resources of Latin America, and explain the development and use of the natural resources.
15. Identify and compare economic development in Latin American countries.

NOTES FOR THE TEACHER

This activity is appropriate to use as a culminating activity after the study of countries in both the developed world and the less developed world. Technological and economic global issues are presented for students to discuss and/or debate. The purpose of the activity is to help students connect all the information learned throughout the semester and to apply it to their future.

ACTIVITY

Present global issues dealing with technological and economic growth to students for discussion and/or debate. Discuss and/or present the two sides of the appropriate issues, and allow the students to choose a position to support the issue by presenting their points of view to the class. The format should be flexible enough to allow students to work individually, in pairs, or on teams. Have students present their position by way of a panel discussion, debate, or an individual presentation. Have students identify issues throughout the semester and state two positions for each issue. Examples of topics and positions are presented in this activity.

Topic #1: Use of Natural Resources

Position A: We need to share world resources more equitably with all countries. Otherwise, rich countries will continue to get richer, and poor countries will continue to get poorer. We have a pretty good idea of what natural resources are available and in what quantity, and we should not deplete limited supplies needed for our children and grandchildren.

Position B: Nobody really knows for sure what resources are still untapped. If we produce more, we are in a better position to produce even more. As long as we produce more, our wealth and productivity will increase; thus, our affluence will help increase the economy of other countries.

Topic #2: More Technology and More Capital

Position A: More and/or better technology and greater capital investments to obtain more resources will greatly increase pollution and will quickly exhaust available resources.

Position B: More and/or better technology and greater capital investments are absolutely necessary to increase production to desirable levels, to keep resource costs down, and to build capital/economic reserves for future problems and crises.

Topic #3: Resources

Position A: The earth's food, mineral and energy resources, and space for waste products are rapidly being depleted. Key resources are close to disappearing. We have some critical problems now in these areas. These indicators are only the early warning signs of disaster in the not too distant future.

Position B: It should be possible for the earth to support its population for centuries to come, even given our present technological achievements. With our great strides in technological advances, we should be able to do much better. Our technological progress will make it likely that we can deal with any issue that arises.

ACTIVITY (Continued)

Topic #4: Innovation and Discovery

Position A: Discoveries of new resources and technology may delay a disaster, but they will make life more difficult in the future. We must cut back on research projects and restrain ourselves in these areas. We need a basic change in values related to innovation and discovery.

Position B: Discoveries of new resources and technology may produce new problems, but they also can solve problems, improve efficiency, and permanently upgrade the quality of life. Innovation and discovery also increase the toughness and flexibility of the economy and society, thereby insuring us against bad luck or incompetence.

Topic #5: Development of Industry

Position A: It would be disastrous to further industrialize less developed nations and even worse to further industrialize developed nations. For that reason, the developed nations should stop their industrial growth and share their wealth with the poor countries. Poor countries should not sell their valuable resources so cheaply or so quickly.

Position B: Industrialization of the less developed countries should continue because it is foolish to think that the developed countries will deprive themselves. It is probably nonsense to believe that the poor will ever be strong enough to seize by force the wealth of the rich. The less developed countries will not benefit from resources left in the ground.

Topic #6: The Future

Position A: Unless we make some revolutionary changes soon, the next century will see the greatest disaster since the Black Plague in Europe. Billions will die of hunger, pollution, and/or wars fought over shrinking resources. Other billions of people will have to be held down by harsh authoritarian governments. The situation is grave now, and some stern measures may be justified now to alleviate future collapse.

Position B: The next century is likely to see an economy in which the problems of human poverty are largely solved or greatly alleviated. Most misery will be derived from sources other than physical suffering caused by scarcities. There will be problems, but the final prospect is superior to traditional poverty.

AREA: DEVELOPED WORLD

OUTCOME: 22. Identify and compare the cultures of Japan, Australia, and New Zealand.

NOTES FOR THE TEACHER

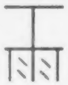
These activities focus heavily on some unique cultural aspects of Japan. The cultures of Australia and New Zealand are very similar to American culture. Students are involved in practicing typical Japanese customs and are provided the opportunity to compare the culture of Japan with those of Australia and New Zealand.

ACTIVITY 1

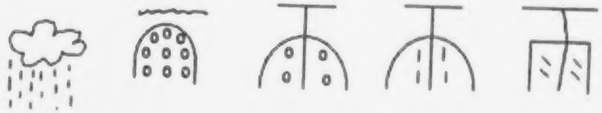
Explain to students that language is an important aspect of any culture. Although Australians and New Zealanders speak English, their vocabulary in some instances is different from our American usage of the English language. The language of the Japanese, on the other hand, requires a totally different "alphabet" composed of symbolic expressions of concepts.

The Japanese language is composed of three separate "alphabets" - hiragana, katakana, and kanji. The kanji "alphabet" in Japan came from China. The symbols of kanji can be understood by both Chinese and Japanese citizens, even though the pronunciation is different in each language. Hiragana and katakana is used to express foreign words. Kanji, which may be the most difficult for a foreigner to learn, is taught in Japanese schools. In the first six years of school, students learn 881 kanji characters.

ACTIVITY 1 (Continued)

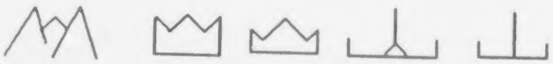
Show students examples of kanji and how the symbols developed over a long period of time. For instance, the kanji for rain is . It probably originated in this manner:

rain

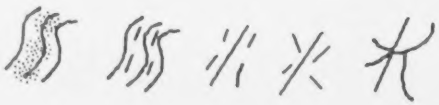


Other examples include:

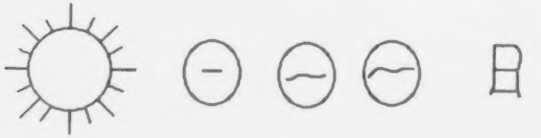
mountain



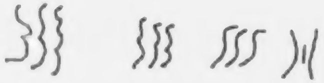
water



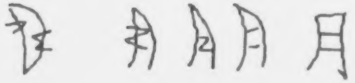
sun



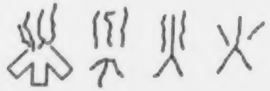
river



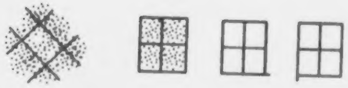
moon



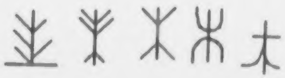
fire



rice field



tree



ACTIVITY 1 (Continued)

The Japanese call their country NIHON ("Nee-hone") or NIPPON ("Nee-pone"). They write the name of their country with a combination of the kanji character that symbolizes the sun and the character that symbolizes basis or origin. The symbol is written:

日
本

The symbol has been translated into English as "The Land of the Rising Sun." The kanji alphabet and the Japanese language reflect the strong belief held by the Japanese that the sun begins its journey in Japan, the center of the world. Japan's flag reflects the same belief.

A "sidetrip" may be taken with regard to Japan's flag and the nationalistic feeling reflected in its design. The following topics may be researched and developed along the lines of the symbolism expressed in the kanji for Nippon (Japan) and in the national flag:

Origin of the Emperor of Japan and Emperor Worship
Cultural Isolationism Practiced During Meiji Period
Territorial Expansion in the Pacific During the Early Twentieth Century
Kamikazi Pilots
Involvement in the Pacific Leading to U. S. Involvement in World War II
Changes in Japanese Government Defense Spending After World War II
Changes in Japanese Rule After World War II
Values of Ethnocentrism Throughout Japan's History
Technological Advances Since Japan's Near Destruction During World War II

All of the topics listed can be connected to the nineteenth century Japanese belief that Japan was not only the source of all other countries, but it also surpassed all other countries in all matters.

ACTIVITY 1 (Continued)

Have students learn to count in Japanese. Activities can be developed using the following information related to counting.

Arabic Number	Kanji Symbol	Japanese Translation
1	一	ichi ("ee-chee")
2	二	ni ("knee")
3	三	san ("san")
4	四	shi ("she")
5	五	go ("go")
6	六	roku ("lo-koo")
7	七	shichi ("she-schee")
8	八	hachi ("hah-chee")
9	九	ku ("Koo")
10	十	ju ("joo")
11	十一	ju-ichi

ACTIVITY 1 (Continued)

Arabic Number	Kanji Symbol	Japanese Translation
12	十二	ju-ni
13	十三	ju-san
14	十四	ju-shi
15	十五	ju-go
16	十六	ju-roku
17	十七	ju-shichi
18	十八	ju-hachi
19	十九	ju-ku
20	二十	ni-ju
21	二十一	ni-ju-ichi
22	二十二	ni-ju-ni
23	二十三	ni-ju-san

ACTIVITY 1 (Continued)

Arabic Number	Kanji Symbol	Japanese Translation
24	二十四	ni-ju-shi
25	二十五	ni-ju-go
26	二十六	ni-ju-roku
27	二十七	ni-ju-shichi
28	二十八	ni-ju-hachi
29	二十九	ni-ju-ku
30	三十	san-ju
31	三十一	san-ju-ichi

Counting numbers continue in the same pattern, but a total of 31 have been provided to be used with a few other symbols to indicate any particular date.

The symbol for "month" is the same as the symbol for "moon." It is pronounced in Japanese as "gatsu." In Japanese, the ending "u" is almost silent; therefore, it sounds most nearly like the way Americans would pronounce "gots."

ACTIVITY 1 (Continued)

Write the months of the year. Point out that, instead of different names, months are counted (for example, "month one," "month two"). The months are:

January	ichigatsu
February	nigatsu
March	sangatsu
April	shigatsu
May	gogatsu
June	rokugatsu
July	shichigatsu
August	hachigatsu
September	kugatsu
October	jugatsu
November	ju-ichigatsu
December	ju-nigatsu

The kanji symbol for "day" is the same as the one shown earlier for "sun." All symbols for a date are combined in the following manner: month followed by day. For example, March 17 is expressed:

三月 | 十七日

"3-Moon"| "17-Day" Spoken: "san-gatsu ju-schichi-nichi"

During the time students are studying the culture of Japan, write the day's date on the board. Have students write other dates that are important to them.

ACTIVITY 1 (Continued)

Important dates to the Japanese people are their holidays. As a further study of Japanese culture, instruct students to write the dates of Japanese national holidays in kanji. Divide the class into 13 groups. Assign each group one holiday to research. Have students find the reason for the holiday and the ways in which it is celebrated by the Japanese. The dates and holidays with the kanji are included here for reference.

1 Jan - New Year's Day

一月一日

2 Jan - National Bank Holiday

一月二日

15 Jan - Adults' Day

一月十五日

11 Feb - National Foundation Day

二月十一日

20 Mar - Vernal Equinox Day

三月二十日

29 Apr - Emperor's Birthday

四月二十九日

3 May - Constitution Day

五月三日

5 May - Children's Day

五月五日

15 Sept - Old People's Day

九月十五日

23 Sept - Autumnal Equinox Day

九月二十三日

10 Oct - National Sports Day

十月十日

3 Nov - National Culture Day

十一月三日

23 Nov - Labour - Thanksgiving Day

十一月二十三日

ACTIVITY 2

One characteristic of the Japanese culture is the process of assimilating parts of other cultures into their own. If no kanji character exists for a particular word from another language, the Japanese adapt the katakana "alphabet" to express the word in their own language. Have students discover the pronunciations of some Japanese translations for common English words. Spoken fluently, the Japanese pronunciation sounds much like English. Have students research travel guides written about Japan that provide examples like those provided here. Use this list as a guessing game situation for students. Only the Japanese pronunciation is provided. The actual katakana "alphabet" has not been included.

If the activity is handled on the basis of a guessing game activity, explain to students that the following words would be found on a menu.

Japanese Pronunciation	English Word
aisu kohii*	ice coffee
aisukuriimu	ice cream
aisukuriimu soda	ice cream soda
appuru pai	apple pie
chokoreto seki**	chocolate shake
hamu sandoitchi	ham sandwich
jusu	juice
keki	cake
kohii	coffee
Kokakora	Coca-Cola
kokoa	cocoa
mikkusu sandoitchi	combination sandwich
miruku	milk
orenji jusu	orange juice
pai	pie
remonedo	lemonade
sandoitchi	sandwich
soda	soda
hambaga***	hamburger
biifu schichu	beef stew
rosuto biifu	roast beef
rosuto poku	roast pork

ACTIVITY 2 (Continued)

Japanese Pronunciation	English Word
sarada	salad
supu	soup
bekon	bacon
omuretsu	omelet
soseji	sausage

* "i" and "ii" are pronounced like the English long "e"
** "e" is pronounced like the English long "a"
*** "a" is pronounced "ah"

The following words would be used on a shopping trip:

Japanese Pronunciation	English Word
doresu	dress
fuirumu	roll of film
hankachi	handkerchief
kadegan	cardigan
kamera	camera
kara terebi	color television set
koto	coat
nekutai	necktie
rejio	radio
reinkoto	raincoat
rekodo	record
seta	sweater
shatsu	undershirt
sukafu	scarf
sukato	skirt
surakkusu	slacks
sutereo	stereo set
sutsu	suit
tepu rekoda	tape recorder
terebi	television set
supotsu shatsu	sports shirt

ACTIVITY 3

Although the citizens of Australia and New Zealand speak English, they have many expressions which are not the same as "Americanized" English. Even though Australia and New Zealand form a cultural region, both have somewhat different expressions. Give students expressions and ask them to figure out the meaning. A "matching test" may be used.

For example, in Australia the following words are used. The American English equivalent meaning is listed.

Back chat	"Smart aleck," impudence
Bail up	To rob or hold up
Barrack	To cheer at a sporting event
Bike	To "get off your bike" is to get angry
Billabong	Streambed filled with water only in rainy season
Billy	Tin container to boil water for tea
Bonnet	Hood of a car
Boomer	Anything large - a lie, kangaroo
Boot	Trunk of a car
Chips	French fried potatoes
Chook	Chicken
Come a gutser	Make a bad mistake
Coolabar	A type of eucalyptus tree
Crook	Broken, sick, or no good
Dinki die	The whole truth
Dinkum	Genuine or honest
Flat out	As fast as one can go
Fossick	To search for treasures on or under the ground
Grizzle	To complain
Hard case	Amusing person
Gumbuck	Sheep
Kick	Pocket or wallet
Knock	Criticize
Loo	Slang for toilet
Oil	Accurate information
Petrol	British term for gasoline
Prang	Accident, crash
Swagman	Vagabond, rural tramp
Telly	The TV
Togs	Swimming suit

ACTIVITY 3 (Continued)

Too right!	Absolutely!
Toney	Modern, up-to-date
Tucker	Food
Whinge	Complain

Tell one or more students to find the words to the Australian song "Waltzing Matilda." Help students translate the words into Americanized English.

Examples of words in New Zealand include:	The American English equivalent meaning is:
Bach	Vacation cabin, weekend cottage
Bat, off your own	Independent, without help
Bent	Mentally twisted
Bowser	Gasoline pump
Browned off	Disgusted, irritated, angry
Cheesed off	Fed up, exasperated
Dummy	Baby's pacifier
Dustbin	Garbage can
Ear-bashing	Talking too much
Fair go	Good chance
Fortnight	Two weeks
Get cracking!	Get a move on!
Grotty	Very dirty
Guff	Nonsense, something unwanted and unnecessary
Holiday	Vacation
Judder bars	Speed bumps
Lift	Elevator
Mighty	An adjective of admiration
Mo	Mustache
Queue	Line of people waiting for something
Ring up	Call on the telephone
Rot	Nonsense
Trotters	Feet

ACTIVITY 4

Instruct students to find the dates and meanings of the holidays in Australia and New Zealand. Have students compare the holidays with the holidays in Japan. Have students recognize that the Australian and New Zealand holidays are very similar to the British and American holidays, while the Japanese holidays are not.

Give students the assignment of describing the weather conditions in Australia and New Zealand during each holiday. Ask students to describe, for example, how Christmas would be spent while remembering that the seasons are:

Spring - September to November
Summer - December to February
Autumn - March to May
Winter - June to August

ACTIVITY 5

During the period of time students are studying Japan, designate a particular day as "A Day in the Life of Japan." Prior to the designated day, divide students into groups to prepare various reports and items for the day. Plan a time to sample Japanese food using chopsticks and sitting "Japanese style," that is, kneeling on the floor around a table. Plan certain activities that will allow students to experience a small part of the Japanese culture. Suggested topics which may be researched and presented either orally or by demonstration include:

Japanese Food - Samples prepared and brought to class for testing
Origami - Paper folding to make decorations for classroom
Ikebana - Flower arrangement made and brought for decoration
Martial Arts - Demonstrated
Confucius' Philosophy and Impact on Japanese Ethics in Areas of Order, Self-Control, Loyalty, and Etiquette
Buddhism and Its Role in Japanese Life
Pachinko Parlors
Shintoism and Its Role in Japanese Life
Kabuki Theater and Expression of Japanese Culture on Stage
Samurai Warriors as Predecessors to Kamikaze Pilots
Sports - especially golf, soccer, baseball, and sumo wrestling in Japan
Tea Ceremony and Its Religious Significance

ACTIVITY 5 (Continued)

In order to create interest in the topics and cultural aspects of Japan, ask students the following questions. Did you know that:

- Most restaurants have plastic models of meals on display in their windows so you can see what you will order?
- Earthquakes or minor shocks occur somewhere in Japan about 1,500 times a year, or an average of about 4 a day?
- The speed limit on many major expressways is 60 kilometers per hour (36 miles per hour)?
- A 25-mile trip often takes two hours to drive because roads are narrow and crowded with traffic?
- Net-covered golf driving ranges are located on the tops of buildings because there is very little land available for golf courses?
- Japanese people have steering wheels on the right side of their cars, and they drive on the left side of the road?
- Japanese get married in either Shinto shrines or large "wedding palaces" - buildings built especially for weddings?
- Special slippers are worn inside the house after shoes have been removed at the front door?
- Salt is used to dispel evil spirits?
- The number "4" is often similar in meaning to our number "13?" Many buildings do not have a fourth floor because the word "shi," which means "4," also means "death?"
- Odd numbers of things are considered to be better than even numbers; therefore, items like dishes are packaged in sets of five instead of six or eight?
- The crane (bird) is symbolic of long life and is found on greeting cards and in kimona designs?
- Japanese cups have no handles?
- At least six different rules apply to how Japanese greet each other with a bow?
- Japanese people rarely use the word "no" to respond to a question because it is considered to be a rude response?

On the day of the demonstrations and reports, tell students certain Japanese customs will be followed. For example, students must:

1. Remove shoes at the door before entering;
2. Bow to the teacher, who also bows, but bow lower than the teacher to show respect; and
3. Sit on the floor in a seated, kneeling position.

Pretend that an earthquake tremor has occurred. Instruct students to take cover. (Although this may be too disruptive an activity, it is a typical situation in Japan.)

AREA: LESS DEVELOPED WORLD

OUTCOME: 3. Identify and compare various cultural groups in Northern, Central, and Southern Africa.

NOTES FOR THE TEACHER

Both of these activities are somewhat broad in their approach to the continent of Africa. The first activity addresses the whole of the African continent. Pictures will be necessary to illustrate certain points. An interesting "pre-test" is also included. The second activity is more appropriate to the cultural groups of Central and Southern Africa, and a variety of resources can be used. Because of the cultural similarities between Northern Africa and Middle Eastern countries, the activities for identifying the cultural groups in Northern Africa should be included with the activities designed to meet Outcome 7 in the area LESS DEVELOPED WORLD (p. 119-123).

ACTIVITY 1

Show a slide or picture of an industrialized city in Africa. Excellent resource materials for pictures are listed at the end of this activity. Be sure that the photo shows the influence of Europe or America. For instance, pictures of the following cities might be shown: Nairobi, Kenya; Pretoria, Durban; or Cape Town, South Africa; Abidjan, Ivory Coast; Lagos, Nigeria; Khartoum, Sudan; Casablanca, Morocco; Tunis, Tunisia; or Cairo, Egypt. Have one picture that depicts a gold or diamond mining operation in the background. Do not tell students the location of the picture. Ask students to state where they think the picture was taken and what things in the picture give them clues regarding the location.

Show a picture of Victoria Falls without explaining the location. Follow the same procedure as with the previous slide or picture.

Show a picture of a road in Africa with only mountains in the background. Follow the same procedure.

Other kinds of pictures depicting scenery and activities can be shown and discussed. After all pictures have been shown, tell the students the locations depicted. Pass out blank maps of the continent of Africa. Instruct students to write anything they know about Africa on the blank map. Inform students that the information can be political, social, economic, or artistic. Give students five minutes to complete the task. Tell the students not to sign their names because the maps will be displayed. Collect the maps at the end of the five minutes. Post the work on a bulletin board or wall area while students take a pre-test similar to the following:

ACTIVITY 1 (Continued)

How Much Do You Know About Africa?

Answer the following statements with True or False:

____ 1. The United States fits into the area of Africa about three times.
____ 2. Africa is composed mostly of desert, jungle, and some grassland.
____ 3. Africa is filled with lions, tigers, and many other wild animals.
____ 4. The cultures throughout Africa are all similar.
____ 5. Most of Africa has four distinct seasons.
____ 6. Africa is one of the largest countries in the world.
____ 7. Cannibalism was common practice in Africa.
____ 8. Tarzan was actually a British orphan lost in Central Africa.
____ 9. The "Afro" is a hair style from Africa.
____ 10. There are very few tribes left in Africa today.
____ 11. Outside of Africa there are few ethnic problems.
____ 12. Africa is a poor land with few resources.
____ 13. The Americans started slavery in Africa.
____ 14. Most people in Africa live in huts.
____ 15. The male lion is the best hunter of all the African cats.
____ 16. Africa had no early history of any advanced civilizations.
____ 17. The largest river in the world is the Nile.
____ 18. Most Africans speak the same language.
____ 19. Africans are either natives or Europeans.
____ 20. The first recorded event of a person being boiled alive was in Africa.

After students have completed the pre-test, discuss the responses. Encourage the elimination of myths concerning Africa throughout the discussion. Give information regarding the 20 pre-test questions.

ACTIVITY 1 (Continued)

How Much Do You Know About Africa?

All statements except #1 are FALSE. The pre-test strategy can be used as a motivational activity to introduce any area study to students. This is a good way to dispel common myths concerning an area.

1. The U. S. (3,618,770 square miles) fits into Africa (11,688,000 square miles) about 3.2 times.
2. Africa is actually 65% savanna, 25% desert, and 10% rainforest.
3. There are no tigers in Africa. Less than 1% of the animal population Africa had in 1900 remains today.
4. There are over 700 different cultural groups in Africa.
5. Most of Africa has wet and dry seasons--90% of Africa is located in the tropics.
6. Africa is a continent with more countries than any other continent.
7. This is a way that Africa was depicted in movies.
8. This is true only in the "Hollywood" story.
9. The "Afro" is an American hair style.
10. Same as #4.
11. Just about every African country has or has had ethnic or tribal problems--Uganda, Nigeria, Ethiopia, Angola.
12. Africa has a vast amount of resources: 70% of the world's diamonds, 60% of the world's gold, 40% of the world's water power, copper, tin, platinum, uranium.
13. Africans practiced slavery before the Europeans explored there. It was the Europeans and Arabs, and later the Americans, who took slaves out of the continent.
14. Africans live in all types of houses. (Try to avoid the ethnocentric term of "huts" left over from the colonial days.)
15. The female lion does most of the hunting.
16. This statement was used by Europeans to justify colonization of Africa. Africans had many advanced civilizations, but few written records were left.
17. The Nile is the longest river in the world; the Amazon is the largest.
18. Most Africans speak their tribal language, another tribal or regional language, and a European language.
19. Explain to your students that everyone is a "native" of some place, and the term should not only apply to Africa. There are Arabs and many Asians in Africa.
20. Another "Hollywood" image.

ACTIVITY 1 (Continued)

After the general discussion, show a series of pictures or slides portraying the myths and the realities concerning Africa. The following are ideas for a slide presentation:

1. A map of Africa as one country vs. Africa as a continent of over 50 countries;
2. A picture of drum beating savages (possibly something from an old Tarzan movie) vs. a group of businessmen in Africa;
3. A picture of one black African vs. a college of many different African people from North Africa to South Africa (perhaps a picture of Kaddafi);
4. A picture of a starving group in the Sahel area vs. drillers in Nigeria;
5. A picture of the Sahara desert vs. the cultivated fields of the Nile River Valley; and/or
6. A picture showing the contrasts of old and new, or one showing dry and fertile land.

The idea of slides or pictures can be expressed in many ways. Suggested references for pictures include:

The African Kings, Mary Cable, Stonehenge Press, Inc., 1983.
Vanishing Africa, Leni Riefenstahl, Harmony Books, New York, 1982.
Africa, Benjamin E. Thomas, ed. William D. Allen and Jerry E. Jennings, The Fideler Co., Grand Rapids, Michigan, 1981.
Journey Through Kenya, Mohammed Amin, The Bodley Head, London, 1982.
National Geographic magazine (old issues).

ACTIVITY 2

A. Read selections (appropriate to the students' age, their maturity level, and community standards) from various resource books depicting cultural values and beliefs throughout parts of sub-Saharan Africa. Accounts regarding dating and marriage customs would probably be fascinating to high school students. One text is African Religions and Philosophy, John S. Mbiti, Doubleday and Co., Inc., New York, 1969. After reading appropriate passages to students, discuss the similarities and differences between African and American customs.

B. Assign students at the beginning of the term to collect newspaper and magazine articles published about Africa. When the study of Africa begins, locate the countries on a map and review the information found in the articles. Post the articles on a bulletin board.

ACTIVITY 2 (Continued)

C. Using atlases, maps, and information published prior to World War II, have students compare the names of African countries to the names found on currently published maps. Lead a discussion and ask students to explain why all of the changes have occurred.

D. Using an atlas or textbook for information, have students find and label the name of each country in Africa. Have students develop a legend to depict which countries are socialistic or communistic in government or democratic/republic. Brainstorm with students why the Soviet Union and America are interested in Africa. Ask students what would happen if the balance of power suddenly drastically changed.

E. Assign a research project dealing with the South African policy of apartheid. Include terms for definition such as: Coloureds, Pass Laws, Native Locations, Population Registration Act, Mandela, Botha, Group Areas Act, and Soweto. Have different groups of students explore different aspects of apartheid such as the origins, the impact on present-day South African politics, the U. S. reaction, and apartheid's effects on business. Have students report their findings to the class. Have students project the future of South Africa's government. Direct students to write a paper about how it would feel to be a high school student in South Africa.

AREA: LESS DEVELOPED WORLD

OUTCOME: 7. Identify and compare the three major cultural/religious groups in the Middle East.

NOTES FOR THE TEACHER

The first activity requires that students investigate various aspects of the Islamic, Jewish, and Christian religions. The time allowed for this activity is dependent upon the interests and needs of the students. Following the compilation of information, students should be able to apply the information to present-day cultural and political conflicts in the Middle East. The second activity includes terms which can be identified with one of the three major religious groups in the Middle East.

ACTIVITY 1

Assign individuals or groups of students to investigate various aspects of the Islamic, Jewish, and Christian religions. The investigation process can be interviewing different people who are members or believers of the assigned religion, or students may use library resources.

Suggested aspects of each religion might include the following topics: spiritual leaders, place of worship, calendar, holy scriptures, special celebrations, religious acts, basic beliefs, sects, prophets, messiah, original language, day of worship, and holy land. After the information has been collected from each of the three religions, assemble a chart which will be used for identification and comparison purposes. A suggested form is provided in this activity. Some examples of information have been included for explanatory and reference purposes.

ACTIVITY 1 (Continued)

Major Religious Groups in the Middle East

	Judaism	**Islam**	**Christian**
Holy Scriptures	Talmud, Torah (Old Testament)	Koran	Bible - Old Testament and New Testament
Paraphrase of Basic Belief from Holy Scriptures	Hear, O Israel, The Lord our God is one Lord. You shall love the Lord your God with all your heart, soul, mind, and strength.	There is no God but Allah and Muhammed is the apostle of God	For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have everlasting life. God sent his Son so that the world might be saved through him.
Sects/ Denominations	Orthodox Conservative Reformed	Sunni Shiites	Catholic
Place of Worship	Synagogue Temple	Mosque	Cathedral
Spiritual Leader	Rabbi	Khatib Imam	Priest
Day of Worship	Saturday	Friday	Sunday
Original Language of Holy Scripture	Hebrew	Arabic	Greek Latin
Religious Acts	Bar Mitzvah	Pray towards Mecca five (5) times a day	Baptism Mass Communion
Special celebrations, holidays	Hanukkah Passover	Ramadan Feast of the Lamb	Christmas Easter

ACTIVITY 1 (Continued)

Major Religious Groups in the Middle East (Continued)

	Judaism	Islam	Christian
Prophets	Moses Abraham	Mohammed Abraham John the Baptist Jesus Christ	Moses Isaiah John the Baptist
Messiah	NONE - waiting for Messiah	NONE	Jesus Christ
Calendar	Begins with creation of world, dated at 3761 B.C.	Begins with Mohammed's journey from Mecca, dated 622 A.D.	Begins with birth of Christ, set in year 1 A.D.
Holy Land	Country of Israel Jerusalem, Israel	Mecca, Saudi Arabia Jerusalem, Israel	Bethlehem, Israel Jerusalem, Israel

These are only a few of the topics that students can research. Other topics might include the impact of religion on laws and customs in the Middle East, beliefs about life after death, customs of worship, dietary habits, dress, marriage, and funeral customs. Many examples of each topic can be more fully developed and explained with regard to their significance to that particular religion.

Assign students the task of locating current event articles in recent newspapers and magazines about conflicts in the Middle East. The focus of any current event information should be extended to those Islamic countries in North Africa, namely, Egypt, Libya, Tunisia, Algeria, and Morocco.

246 247

ACTIVITY 1 (Continued)

After all information has been collected and organized, encourage discussion by questioning the students. Questions which are convergent in nature might help students gain a better understanding of the Middle East and its relationship to the rest of the world. For example:

1. How have religious beliefs affected the laws and customs of Moslem countries?
2. Is there a separation of church and state in the Middle East countries?
3. How are the minority groups of Christians and Jews treated in the Moslem countries?
4. Why is the country of Israel important to the Jewish people?
5. Why is the city of Jerusalem considered a holy place by all three religious groups? With the differences in religious beliefs, are there conflicts among the three groups who live in Jerusalem? Ask students the same questions about Beirut and Lebanon.
6. Why is the United States supportive of the Middle East country of Israel but not Libya? Why are Israel and Egypt in conflict? What part has the United States played in the Israeli-Egyptian relationship?
7. Why does the United States get involved in Middle East conflicts? What does the United States have to gain or lose? Who are America's friends in the Middle East?
8. Why could it be said that an Islamic revival exists in Iran? How does that affect the rest of the Middle East? How has it already affected the United States?
9. How does the stability and wealth of Middle Eastern countries depend on the climate, terrain, and natural resources?
10. With whom should the United States take sides? Why?

ACTIVITY 2

The following three "mini-activities" were taken from the booklet *Egypt - Past, Present, Future*, developed by the Alabama-Georgia Seminar in Egypt in 1979. The group prepared a filmstrip, movie film, and a curriculum guide which were distributed to each local superintendent's office.

ACTIVITY 2 (Continued)

1. Divide students into teams and have them review the following vocabulary words:

    monotheism
    Medina
    Islam
    Allah
    minaret
    Muslim
    nun
    diocese
    menora
    kibbutz
    mosque
    Mecca
    Mohammed
    Koran
    Hijira
    Call to Prayer
    Eucharist
    ecumenical
    yarmulke
    cross
    monk
    laity
    clergy
    priest
    ecclesiastical
    apostasy
    theology
    icon
    Pope
    resurrection

2. Distribute maps of North Africa and the Middle East, and tell students to shade in the following countries that are at least 90 percent Muslim:

    Mauritania
    Morocco
    Jordan
    Somalia
    Syria
    Algeria
    Afghanistan
    Iraq
    Iran
    Saudi Arabia
    Liberia
    Egypt
    Kuwait
    Lebanon

3. Listen to a recording of a Moslem Call to Prayer.

AREA: LESS DEVELOPED WORLD

OUTCOME: 10. Identify and compare the various cultural groups of Asia.

NOTES FOR THE TEACHER

These activities have been developed using specific cultural components, namely national foods, religion, the calendar, and language. Opportunities are provided for students to examine the separate countries of Asia while finding common threads among the separate countries.

ACTIVITY 1

When students are studying the area of South Asia (India, Pakistan, Sri Lanka, Bangladesh, Bhutan, and Nepal), plan a food fair so students can prepare and sample foods from that region of the world. Students should prepare dishes that represent rice, curries, spicy foods, and chapattis. Recipes can be found in cookbooks in local and school libraries. Have food prepared by individuals or small groups of students. Instruct the students to prepare a recipe card to accompany each dish.

As the food is eaten, instruct students in the manners used by Indians and other South Asian people. For example, the left hand is never used for eating. Only the right hand is to be used for eating, and in some regions, only the fingertips of the right hand are used. If chapattis (small, thin, flat pancakes) are brought for students to sample, show the students how to break off a small piece with the right hand and use it to pick up pieces of the accompanying dishes, such as the curry dishes.

After studying countries in other parts of Asia, ask students to compare the types of foods eaten by people in South Asia and by people in East and Southeast Asia.

ACTIVITY 2

When students are studying the areas of East Asia (China, Mongolia, North Korea, South Korea, Taiwan, Hong Kong, and Macau) and of Southeast Asia (Vietnam, Thailand, Laos, Burma, Kampuchea, Malaysia, Singapore, Indonesia, Philippines, and New Guinea), plan a food fair. Instruct students to choose dishes that are representative of the Chinese influence throughout the entire region as well as those foods which are distinct to each particular country. Have students be responsible for providing a copy of the recipe and information about the origin(s) of each dish.

Encourage the use of chopsticks to eat the food. Have a local restaurateur be of assistance in procuring chopsticks for students to use. Ask the restaurateur to visit the class and demonstrate the use of chopsticks. Have students practice picking up food with chopsticks and provide rewards for their efforts.

ACTIVITY 3

The food fairs from Activity 1 and Activity 2 can be combined and conducted during time out of class. Students can invite parents, members of the community, Asian natives, and the media. The entire project can be conducted as a way to increase understanding of all the Asian cultures. Entertainment can be provided by students or local residents who were born in Asian countries. Demonstrate folk dances and sports activities, orally interpret literature, and/or model examples of each country's native costume.

ACTIVITY 4

This activity has been designed to use throughout the study or as a culminating activity regarding the Asian nations. Instruct students to identify the major religions of Asia. Instruct students to find the information in an atlas, almanac, or textbook. Divide students into groups and assign each group a particular country or group of countries. Explain to students that their task is to find ways to relate a country's religious beliefs to aspects of its society. Assign specific topics or questions for research. For example:

1. **India** - The Hindu religion has certain principles by which India's society has developed. Theoretically, individuals in society should be divided into classes whereby their talents are best suited and their needs are best met. The Hindu religion asserts that humans will always suffer in this life. Hinduism argues that believers can reduce suffering by adapting to their situations, rather than rejecting them. How have these theories had an impact on India's social structure, individual worth, and economy?

ACTIVITY 4 (Continued)

1. **India** (Continued)- Another Hindu belief is that of the reincarnation of the spirit in animal or human form. How does that belief account for the treatment of cows in India? Beliefs in Hinduism include those which state that each individual has debts to the past, the present, and the future. The debt to the future can be paid by insuring that children will be born and will carry on the spirit, values, and beliefs of the ages. How do these debts affect the size of India's population and its biggest problem of finding a way to feed its citizens? Is there a solution to the problem?

2. **Nepal** - Although the citizens of Nepal hold a mixture of Buddhist and Hindu beliefs, what is the significance of the living child goddess who is worshipped until she reaches puberty?

3. **Pakistan and Bangladesh** - How are these countries historically tied to religion in India? What are the religious differences between them and India? What are the religious differences between Pakistan and Bangladesh? How did the Moslem religion play a part in the establishment of Bangladesh in 1971? Why has Bangladesh been one of the poorest countries in the world as a result of the unrest prior to 1971?

4. **China** - How has the civilization of China influenced the civilizations of other East and Southeast Asian countries? How has the Chinese culture been permeated by the basic beliefs of the philosophy of Confucius, such as respect and honor toward parents, loyalty among friends, respect for authority, and the value of higher education?

5. **Other East and Southeast Asian Countries** - How have these countries' cultures been influenced by basic Buddhist beliefs, such as: (1) emphasis on the dignity of man; (2) an attitude of non-attachment; (3) tolerance for all things; (4) an attitude of compassion and non-violence; (5) meditation, and (6) a practical orientation towards life? What is the primary religion in the Philippines? Why is it (or other countries) different from other Asian countries? Has the implementation of communist government removed religion or religious practices from countries where communism has been established (Vietnam, North Korea, China)?

6. **All Asian Countries** - How are the national holidays tied to religious beliefs? Each country can be explored along the lines of religion and its influence on the civilization of that particular country.

ACTIVITY 5

The lunar calendar has been used throughout the Orient since ancient times. Although countries' governments have adopted the Western calendars for certain purposes, the lunar calendar permeates cultural habits and practices. Have students study the Oriental "zodiac" calendar in which each animal symbol describes certain personality characteristics. Much like the Western study of astrology, the lunar calendar suggests good and bad combinations of signs for marriage and for telling fortunes.

For example, the assignments of years follows a 12-year cycle. Beginning with the year 1970, the cycle is:

1970 - Year of the Dog
1971 - Year of the Pig
1972 - Year of the Rat
1973 - Year of the Cow
1974 - Year of the Tiger
1975 - Year of the Rabbit
1976 - Year of the Dragon
1977 - Year of the Snake
1978 - Year of the Horse
1979 - Year of the Sheep
1980 - Year of the Monkey
1981 - Year of the Chicken
1982 - Year of the Dog
1983 - Year of the Pig
1984 - Year of the Rat
1985 - Year of the Cow
1986 - Year of the Tiger
1987 - Year of the Rabbit
1988 - Year of the Dragon
... and so on

People who are born in any particular year are described as having certain personality characteristics ascribed to the animal that represents that year. Have students research the characteristics of each year and find out the fortunes and the good/bad combinations of each sign.

SOCIAL STUDIES
GRADE 9 - WORLD GEOGRAPHY

AREA: LESS DEVELOPED WORLD

OUTCOME: 14. Identify and compare the various cultural groups in Latin America.

NOTES FOR THE TEACHER

This activity is designed to be used as an overview of Latin American cultures. Adapt the activity for use as a preview or as a review of the study of Latin America. Certain demographic information and the concept of the impact of Catholicism are suggested as topics for study and discussion.

ACTIVITY

Instruct students to consult sources of information, such as almanacs and textbooks, to identify demographic data concerning all Latin American countries. Use the data to make comparisons and to draw tentative conclusions about Latin American countries. Pairs or teams of students can research common information for different sections of Latin America. For example, record data for topics such as population growth rate, per capita income, language, and religion. Assign students to study the Caribbean nations, the Central American countries, and the western nations of South America.

Compile the collected information on a large chart or on a large map of Latin America. If the information is displayed in chart form, compare the data by geographical location. If the information is displayed on a large map, have students make data cards or design a color coding system to represent the four different topics. For example, since the English, French, Spanish, and Portuguese languages are spoken in Latin America, four different color symbols could be used to represent the language category.

After the information has been displayed, guide students to make generalizations about Latin America. Emphasize the cultural characteristics that are shown by the four different topics. Different methods can be used to present the exercise to the class, such as:

1. Through discussion and visual examination of statistical data (for example, per capita income), have students decide which Latin American countries are more developed and which are less developed. Have students look for additional information to support their decisions.

ACTIVITY (Continued)

2. Through the study of books about each specific country, have students read stories, books, or poetry written by the people of that country in order to receive an idea of their feelings about their country, their present lives, and their future. The literature should be reflective of the four categories being examined. Have students study the music of the country in the same manner. For example, the musical Evita expresses representative feelings of Argentinians.

3. Have students find current events regarding Latin American countries in magazines, newspapers, and on television news broadcasts. Instruct students to collect articles and stories about each of the Latin American countries. Display the articles in a large area for referral purposes when studying Latin America.

4. Guide students to seek indicators for each country other than population growth rate, per capita income, language, and religion. For example, the per capita income category is a figure which reflects the population and the gross national product. Further investigation could be made into related factors, such as natural resources, illegal economic activities (drug trafficking), legal trade activities, living conditions, level of education, percentage of workers in agriculture, and amount of arable land. Have students compare various sets of data.

The topic of religion will serve as an example of the fuller development of one of the four researched categories. Through discussion, have students conclude that the predominant religion in Latin America is Catholicism, and the predominant language is Spanish. Have students understand that each nation is keenly aware of its own history, problems, and destiny. Lead students to realize that throughout the changes made in Latin America since the age of European exploration of the Western Hemisphere, Catholicism has remained a fixed point. From the study of history, have students remember that most of Latin America was claimed by Spanish and Portuguese explorers who were Roman Catholics. The Europeans instituted the Catholic faith; indeed, the church dominated education, social programs, politics, and personal life. To this day, the Catholic Church remains one of the most important institutions in Latin America. The Catholic Church has become increasingly active in human rights and land reform issues.

Have students research books about any country in Latin America (except Guyana, Suriname, and the British territories) and identify religious themes in the art, architecture, and literature of that particular country. One aspect of daily life in Latin America is that of the holidays and their connection to the Catholic faith. Instruct students to find the methods of celebrating national holidays and their connections to religion in South America. Assign holidays such as the following:

ACTIVITY (Continued)

1. Carnival (huge 3-5 day celebration before Lent begins)

2. Lent (40 days before Easter in which Catholic people fast, make personal sacrifices, and attend church for prayer - represents Christ's 40-day seclusion before his crucifixion)

3. Holy Week - (solemn week preceding Easter with nationwide services on Thursday night, Good Friday, and Easter Sunday, respectively commemorating the Last Supper, death, burial, and resurrection of Jesus Christ)

4. Patron Saint Days
   a. St. John's Day - June 24 (commemorates patron saint of fire by people walking barefooted over hot coals and feeling no pain)
   b. St. Nicholas' Day - December 6 or September 10 (patron saint of children and sailors)
   c. St. Cecilia's Day - November 22 (patron saint of music)
   d. St. Peter's and St. Paul's Day - June 29 (honors Peter the founder and "rock" of the Catholic Church, and Paul the missionary)
   e. All Saints' Day - November 1 (day to honor all saints canonized by Catholic Church)
   f. All Souls' Day - November 2 (day to recognize souls in Purgatory who need prayers of intercession for their release to see a vision of God)

5. Feast of the Immaculate Conception - December 8 (day to honor Mary, the mother of Jesus)

6. Feast of the Magi - January 6 (day to honor visit by the three kings to the Christ child)

7. Christmas - December 25 (day to commemorate birth of Christ)

Have students use these examples of holidays for ideas for further research. Assign certain countries for students to study with regard to national holidays. Mark the holidays on a classroom calendar and refer to them throughout the school term.

Have students relate the impact of Catholicism on Latin America by identifying the cities named in honor of Catholic saints. In countries where Spanish is the national language, have students look for cities' names beginning with "San" or "Santa." In Portuguese, look for "Sao."

SOCIAL STUDIES: World Geography - Grade 9 AREA: Geographic Concepts and Themes

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		Location Distance Spatial Distributions Regions Maps	1. Identify a region as an area of the earth based upon natural features, cultural features, or a combination of both. 2. List ways in which global perspective has changed. 3. Locate a point on a map or globe using coordinates of latitude and longitude.			
	10	Demonstrate an understanding of causality, landforms, the environment, conservation, and types of maps.	4. Determine the distance between two points on a map using a scale of miles. 5. Identify the advantages of using a globe rather than a map to visualize the earth. 6. Identify different types of map projections. 7. Relate the concept of map distortion to curvature of the earth. 8. Name the continents of the world. 9. Compare the sizes of the continents. 10. Compare the sizes of selected countries. 11. Describe several types of maps. (For example: political, population, climatic, and economic.)			

SOCIAL STUDIES: World Geography - Grade 9 AREA: Physical Environment of the World

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		World Landforms World Climate World Vegetation World Soils World Natural Resources	1. Describe the major landforms, and give an example of each. 2. Describe the crust, mantle, and inner and outer core of the earth. 3. Name three natural forces that shape the earth. 4. Explain the continental drift theory. 5. List and describe five major soil types. 6. Describe the movement of ocean water in terms of waves, drifts, currents, and tides. 7. List four main elements of climate. 8. Name and locate seven general belts of pressure. 9. Explain the effects of latitude, altitude, water, and land upon climate. 10. Explain the orographic effect. 11. Identify the five major climate groups. 12. Identify the specific environmental needs for a given type of industrial center.			
	10	Demonstrate an understanding of causality, landforms, the environment, conservation, and types of maps.				

SOCIAL STUDIES: World Geography - Grade 9 AREA: Human Characteristics of the World

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		World Population World Languages	1. Compare a country's stage of economic development to its population growth rate.			
		World Religions	2. Explain four stages of population growth in terms of birth and death rates.			
		World Economic Activities	3. Read and interpret population pyramids.			
		World Political Systems	4. Identify Thomas Robert Malthus, and summarize his theory on population growth.			
	10	Demonstrate an understanding of causality, landforms, the environment, conservation, and types of maps.	5. Locate the largest population clusters on each of the continents.			
			6. Calculate arithmetic density of an area.			
			7. Calculate agricultural density, and explain its usefulness to geographers.			
			8. Discuss major trends related to population growth.			
			9. Explain the effect of technology on a country's capacity to produce food.			
			10. Tell how soil conservation is related to food supply.			
			11. Analyze factors that influence the type of work people do.			
			12. Name four significant achievements in the development of culture.			

SOCIAL STUDIES: World Geography - Grade 9 AREA: Human Characteristics of the World (Continued)

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
			13. List three characteristics of each major world culture region.			
			14. Identify three countries containing a given type of region.			
			15. Name and locate major religions of the world.			
			16. Name and locate major language regions.			
			17. Name, compare, and locate major political systems.			

SOCIAL STUDIES: World Geography - Grade 9 AREA: Developed World

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		United States and Canada: 1. Physical Environment 2. Human Characteristics	1. Define the term "physical environment." 2. Distinguish among the major physical regions of the United States.			
	10	Demonstrate an understanding of causality, landforms, the environment, conservation, and types of maps.	3. Describe the kinds of climates that characterize the United States. 4. Compare the general cultural and economic regions of the United States, and list states within each. 5. Describe a number of American cultural characteristics. 6. Describe the major nationality groups that make up the U. S. population. 7. Distinguish among the major physical regions of Canada. 8. Describe the kinds of climates that characterize Canada. 9. Distinguish among the general cultural and economic regions of Canada, and list which provinces are in each. 10. Describe several Canadian cultural characteristics.			

SOCIAL STUDIES: World Geography - Grade 9 AREA: Developed World (Continued)

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		Western Europe 1. Physical Environment 2. Human Characteristics	11. Identify physical features and climate types of Western Europe (British Isles, France, West Germany, Spain, Portugal, Italy, Greece).			
			12. Compare the economic activities of Northwestern Europe and Southwestern Europe.			
			13. Compare the cultures of Northwestern Europe to Southwestern Europe.			
			14. Explain the role of the European Economic Community.			
*		Soviet Union and Eastern Europe 1. Physical Environment 2. Human Characteristics	15. Identify the major physical features of Eastern Europe and the Soviet Union.			
			16. Compare climate zones of Northeastern Europe and Southeastern Europe and of the Soviet Union.			
			17. Explain the role played by the Soviet Union in the economic and political development in Eastern Europe.			
			18. Compare the various cultures of the Soviet Union and Eastern Europe.			

SOCIAL STUDIES: World Geography - Grade 9 AREA: Developed World (Continued)

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		Japan and Developed Areas of the Pacific Ocean 1. Physical Environment 2. Human Characteristics	19. Identify major physical features of Japan, Australia, and New Zealand. 20. Identify and compare the climate and the natural resources of Japan, Australia, and New Zealand. 21. Compare patterns of economic development in Japan, Australia, and New Zealand. 22. Identify and compare the cultures of Japan, Australia, and New Zealand.			

SOCIAL STUDIES: World Geography - Grade 9 AREA: Less Developed World

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
*		Africa: 1. Physical Environment 2. Human Characteristics	1. Identify and compare the physical regions and the climates of Northern, Central, and Southern Africa.			
			2. Identify and compare the natural resources of Northern, Central, and Southern Africa.			
			3. Identify and compare various cultural groups in Northern, Central, and Southern Africa.			
			4. Identify and compare economic development in Northern, Central, and Southern Africa.			
*		Middle East 1. Physical Environment 2. Human Characteristics	5. Identify the physical regions and the climate of the Middle East.			
			6. Identify and explain the effect on life of the major natural resources in the Middle East.			
			7. Identify and compare the three major cultural/religious groups in the Middle East.			
*		Asia (excluding Japan, Australia, and New Zealand) 1. Physical Environment 2. Human Characteristics	8. Identify and compare the physical regions and the climate of Asia.			
			9. Identify and compare the natural resources of Asia, and explain their effects upon life in the various regions.			
			10. Identify and compare the various cultural groups of Asia.			

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
			11. Identify and compare the economic development of different areas in Asia.			
*		Latin America/South America 1. Physical Environment	12. Identify and compare the physical regions and the climate of Latin America.			
		2. Human Characteristics	13. Identify and compare the natural resources of Latin America, and explain the development and use of the natural resources.			
			14. Identify and compare the various cultural groups in Latin America.			
			15. Identify and compare economic development in Latin American countries.			

SOCIAL STUDIES
CURRICULUM GUIDE
PART II - ALABAMA HISTORY

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SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

PAGE

ALABAMA'S CONTEMPORARY STATUS

1. Identify on maps of Alabama the locations of natural resources, typical weather conditions, land formations, population densities, and other demographic data. -- 144-146
2. Determine the impact that out-of-state issues and events have on the citizens of Alabama. ---------- 147-148
3. Explain the interrelationships of the world of work, the economy, and natural resources in Alabama. -- 149-150

ALABAMA FROM FIRST INHABITANTS TO STATEHOOD

1. Identify and explain the cultural, economic, and environmental factors which influenced the settlement by the first inhabitants, the exploration and settlement by Europeans, and the general westward migration of people into Alabama prior to statehood. -- 151-154
2. Compare the methods by which the Spanish, French, British, and Native American groups adapted to the geographic environment of Alabama. -- 155-156
3. Evaluate the nature of the political environment in early settlements throughout the area prior to statehood. -- 157-161
4. Describe the political, social, and legal systems inherited from the Spanish, French, and British citizens who settled in Alabama. -- 157-161
5. Compare the methods by which Native Americans and the European settlers satisfied their economic needs, and relate those methods to the geographic, social, and/or political environments which characterized the area of Alabama prior to statehood. --- 155-156
6. Define Alabama's role in the American Revolutionary War in terms of the economic, political, social, and geographical factors influencing the inhabitants of the area prior to statehood. ------- 151-154
7. Relate international influences to Alabama's involvement in the War of 1812, and describe their impact on the development of Alabama. -- 162-164
8. Explain the impact that the conflicts between the Indians and European settlers had on the establishment of Alabama as a state. -- 162-164

ALABAMA FROM STATEHOOD TO SECESSION

1. Analyze the effects that geographical features had on increased migration to the territory of Alabama. -- 165-166

	PAGE
ALABAMA FROM STATEHOOD TO SECESSION (Continued	
2. Relate the availability of waterways and other natural features to the development of different modes of travel to meet transportation needs in the territory/state of Alabama.	167
3. Relate natural geographic features to the location of early cities and towns in Alabama.	168-169
4. Describe the relationship between geographical features and the locations of Alabama's capital between 1819 and 1846.	168-169
5. Relate geographical factors to manufacturing and economic development in the territory/state of Alabama.	170
6. Explain how the removal of native American Indians influenced the political development of Alabama.	171-172
7. Describe the American Constitution, and compare it to the United States Constitution.	173
8. Analyze the reciprocal relationship between politics and the development of sectionalism in Alabama.	174-178
9. Describe the general economic development of Alabama from 1819 until 1861.	174-178
10. Describe and compare the economic development of North, Central, and South Alabama during the antebellum period.	174-178
11. Relate local, national, and international economic factors to the rise of "King Cotton" in Alabama and to the development of sectionalism.	
12. Explain how slavery influenced Alabama's economic and political development prior to secession in 1861.	174-178
13. Explain the political, economic, and social factors that led Alabama to secede from the Union in 1861.	174-178
ALABAMA DURING THE CIVIL WAR, RECONSTRUCTION, AND RECOVERY	
1. Describe the political situations in Alabama, in the South, and in the Union that led to the Civil War.	174-178
2. Relate geographic factors to Alabama's participation in the Civil War.	174-178
3. Describe the economic and political development of Alabama as a Confederate state, and compare it to other states in the Confederacy and/or the Union.	174-178
4. Analyze the effects the Civil War and Reconstruction had on politics in Alabama.	179-181
5. Compare the state government during Reconstruction with the state government during Recovery, which began with the Constitution of 1875.	179-181
6. Explain the development of the white supremacy movement.	179-181

PAGE

ALABAMA DURING THE CIVIL WAR, RECONSTRUCTION, AND RECOVERY (Continued)

7. Trace the economic development in Alabama from the antebellum period through the Civil War, Reconstruction, and Recovery, and compare economic factors in each of the four time periods. -------- 174-178
8. Discuss the development of culture in Alabama as it related to the events of the Civil War, Reconstruction, and Recovery. -------- 174-178
9. Identify current examples of Alabama's culture, laws, politics, economy, geography, and international relationships that originated during the period of the Civil War, Reconstruction, and Recovery. -------- 179-181

ALABAMA AND THE NEW SOUTH (1875-1900)

1. Explain the relationship between geography, industrial growth, and the rise of boom towns. -------- 182-188
2. Analyze the effects of the share crop system on the lifestyle of the people involved with the system. -------- 182-188
3. Explain the relationship between geographic factors and the decline of agriculture in the New South. -------- 182-188
4. Relate political changes to social changes in the New South. -------- 182-188
5. Compare the economies in various regions of Alabama. -------- 182-188
6. Explain the economic development and industrial growth in Alabama during the post-Civil War period prior to the twentieth century. -------- 182-188

ALABAMA IN THE TWENTIETH CENTURY

1. Describe the interrelationship between geographic features and economic life in Alabama. -------- 189-190
2. Describe the principles of democracy and the system of checks and balances as they are found in the United States Constitution and the Alabama Constitution of 1901. -------- 191-194
3. Describe and analyze the response of the state government to the problems of the Depression. -------- 195-197
4. Describe and analyze the changing nature of politics in Alabama following World War II. -------- 198-202
5. Describe the impact of the Depression on life in Alabama. -------- 203-204
6. Analyze the effect of the Tennessee Valley Authority on the economy of North Alabama. -------- 205-206
7. Compare the development of science and technology after World War I with the development of science and technology after World War II. -------- 207-209
8. Describe and analyze the impact of economic growth on the way of life in Alabama. -------- 210-211

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

PAGE

LOCAL HISTORY AND COMMUNITY STUDIES

1. Identify international influences found in the community, and explain their impact on the local economy and culture. ---------- 212-214
2. Define the system of government in the community, and compare it with other types of government in nearby local communities and in the state of Alabama. ---------- 215-216
3. Identify on different types of maps the landforms and natural resources found in the local community and county, and explain their combined impact on the local economy and on the development of Alabama. ---------- 149-150

ORIGINAL SOURCES AND STUDENT OUTCOMES ---------- 217-229

AREA: ALABAMA'S CONTEMPORARY STATUS

OUTCOME: 1. Identify on maps of Alabama the locations of natural resources, typical weather conditions, land formations, population densities, and other demographic data.

NOTES FOR THE TEACHER

Ample supplies of Alabama history textbooks and various types of Alabama maps are needed for this activity.

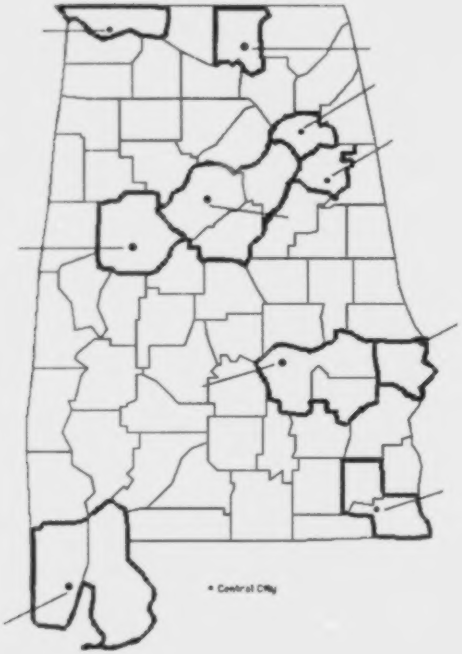
ACTIVITY

Divide the class into four groups. Tell each group to make a map of Alabama depicting one of the following:

- Weather patterns
- Natural resources
- Land formations
- Population densities

Explain to the class that each group will present its map twice. Tell students to present the first map without labels. (For example, a map depicting population densities might represent Alabama's metro areas without labeling the cities.)

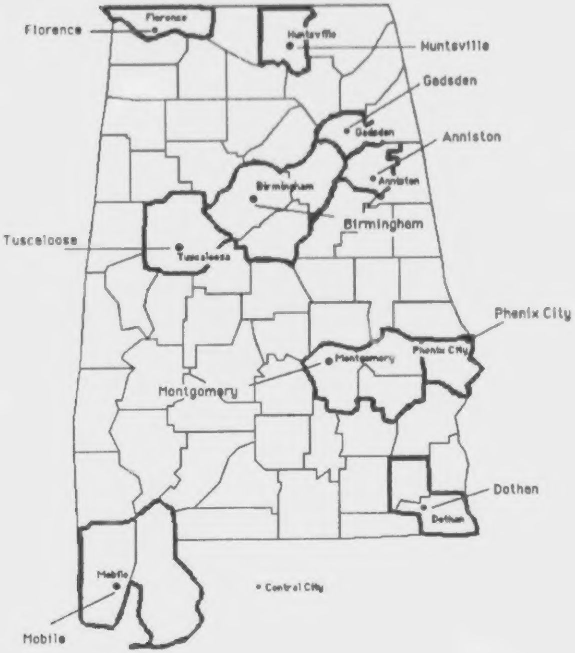
ACTIVITY (Continued)



Instruct each presenting group to invite classmates to supply the missing information for the first map presented.

After the classmates have given maximum input regarding the missing information on the maps presented, have each group prepare a second map showing the additional information. (For example, the map of Alabama's metro areas might be presented with the central cities labeled.)

ACTIVITY (Continued)


Florence
Florence
Huntsville
Huntsville
Gadsden
Gadsden
Anniston
Anniston
Birmingham
Birmingham
Tuscaloosa
Tuscaloosa
Phenix City
Phenix City
Montgomery
Montgomery
Dothan
Dothan
Mobile
Mobile
• Central City

Have each group present both maps to the class. Allow ample time for more contributions, questions, and discussion. Assign follow-up activities similar to the following:

1. Select one or two students from each group to develop a large map that incorporates the data presented in the four group maps.

2. Select one or two students from each group to compile examples of the interrelationships among Alabama's natural resources, weather conditions, land formations, and population densities.

3. Have students choose topics from a teacher prepared list for further research. For example, have students find the actual populations of the ten largest cities in Alabama.

AREA: ALABAMA'S CONTEMPORARY STATUS

OUTCOME: 2. **Determine the impact that out-of-state issues and events have on the citizens of Alabama.**

NOTES FOR THE TEACHER

This activity is a current events activity for the Alabama history course. It is suggested that a variation of the activity be presented at least part of one day each week. It will be necessary for the teacher to identify one news story for use as an example for the first application of the following activity.

Materials needed for this activity include the following:

- State newspaper (for example, The Birmingham News)
- National newspaper (for example, USA Today)

ACTIVITY

Make a chart similar to the following and place it somewhere in the classroom.

Connections: Alabama - The Nation - The World

National Event	Impact on Alabama	International Event	Impact on Alabama
Week 1			
Week 2			
(Continue for the entire semester)			

ACTIVITY (Continued)

Distribute copies of the selected newspaper article. Have students read the article. Lead a discussion to determine the content of the article and the impact of the information on Alabama. Fill in the appropriate space on the classroom chart.

Connections: Alabama - The Nation - The World

National Event	Impact on Alabama	International Event	Impact on Alabama
Week 1. PCP contaminated dirt shipped to Alabama	Pollutes land in Alabama Danger during shipment		
(Continue for the entire semester)			

Explain to students that a time period will be set aside each week to identify a national and international news article in a newspaper of their choice. Tell students to write a paragraph summary of the article and bring the completed paragraph to class for current events discussion. Explain to the students that each week the class will discuss the various articles and select the one that has the most profound impact on Alabama.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA'S CONTEMPORARY STATUS

OUTCOME: 3. Explain the interrelationships of the world of work, the economy, and natural resources in Alabama.

AREA: LOCAL HISTORY AND COMMUNITY STUDIES

OUTCOME: 3. Identify on different types of maps the landforms and natural resources found in the local community and county, and explain their combined impact on the local economy and on the development of Alabama.

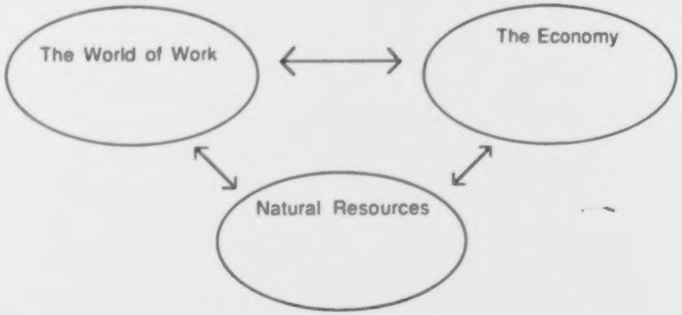
NOTES FOR THE TEACHER

Materials needed for this activity include the following:

- Alabama map
- Alabama natural resources map
- Alabama history textbook

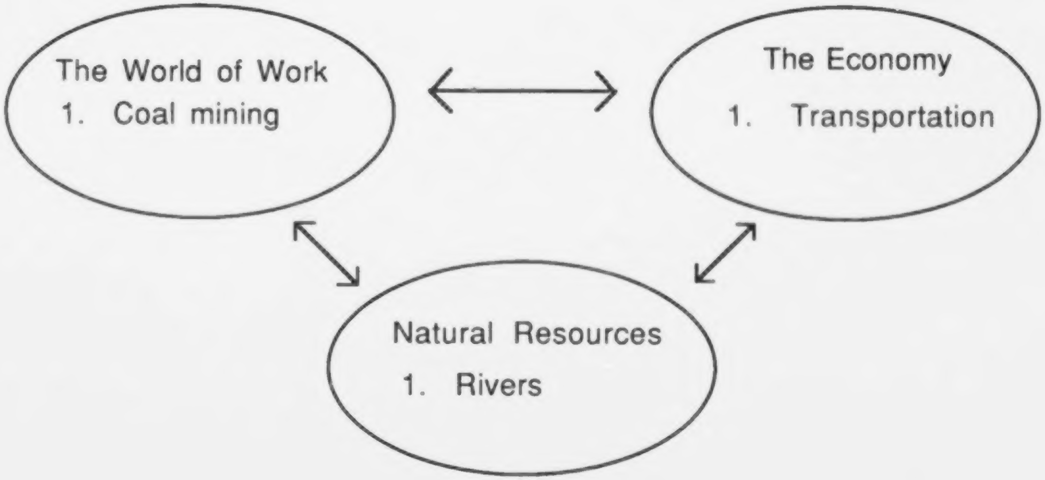
ACTIVITY

Draw a diagram similar to the following on the chalkboard:



ACTIVITY (Continued)

Discuss with students the interrelationships among the various parts of the diagrams. Lead a class discussion to identify one example of an interrelationship in the triad.



Divide the class members into pairs. Tell the students to draw a diagram like the one on the chalkboard on notebook paper. Instruct students to identify at least three state and/or local examples listed in the triad.

Conduct a classroom discussion using student-generated information to complete the diagram. Discuss the consequence of a breakdown of one section of the triad. For example, ask students to describe the impact of low water levels on the river/transportation/coal mining triad.

Conclude the activity by locating on the Alabama map the natural resources identified in the triad diagrams. Review previous discussions of the impact natural resources have on the economy of Alabama.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA FROM FIRST INHABITANTS TO STATEHOOD

OUTCOMES:

1. Identify and explain the cultural, economic, and environmental factors which influenced the settlement by the first inhabitants, the exploration and settlement by Europeans, and the general westward migration of people in Alabama prior to statehood.
6. Define Alabama's role in the American Revolutionary War in terms of the economic, political, social, and geographical factors influencing the inhabitants of the area prior to statehood.

NOTES FOR THE TEACHER

Materials needed for this activity include the following:

- Alabama history textbook
- Alabama map
- United States map
- Blank Alabama maps for students
- Blank United States maps for students

This activity could serve as a review of life in Alabama prior to statehood in the late eighteenth and early nineteenth centuries.

ACTIVITY

Draw a chart similar to the following on the chalkboard. Tell students to copy the chart on notebook paper and to make their charts large enough to write several pieces of information in each rectangle.

Factors Influencing Life and Settlement in Alabama

	Geographic Factors	Cultural Factors	Economic Factors
Early Inhabitants			
European Settlers			
First Wave of Migrants			

Tell students to use their Alabama history textbooks as a resource and to identify as much factual information for the chart as possible. Allow approximately fifteen minutes for students to compile information on their charts.

Lead a discussion of the information collected by students and complete the chart on the chalkboard.

ACTIVITY (Continued)

Factors Influencing Life and Settlement in Alabama

	Geographic Factors	Cultural Factors	Economic Factors
Early Inhabitants	Good climate	Isolation allows for little outside interference	Good trapping-hunting
European Settlers		Free to establish new lifestyle	
First Wave of Migrants			Virgin farmland

Ask questions similar to the following that connect life in Alabama prior to statehood to Alabama's role in the American Revolution:

1. What impact did Alabama's relatively isolated location have on participation by Alabamians in the Revolutionary War?
2. What type of association with the English might have caused Alabamians to support or oppose the American side in the Revolutionary War?

Using the information from the chart, lead the class in writing generalizations about each group of settlers.

Example: Early migrants came to Alabama from Virginia, North Carolina, and South Carolina because of the lure of rich, virgin farmland.

ACTIVITY (Continued)

Distribute the blank United States and Alabama maps. Conclude the activity by using the classroom map to illustrate the following:

(1) The various routes of migration to Alabama
(2) Geographical obstacles to travel
(3) Location of early settlements
(4) Location of rich farming areas

Tell students to make drawings on their blank maps of the material that has been illustrated on the classroom map.

313

314

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA FROM FIRST INHABITANTS TO STATEHOOD

OUTCOMES:
2. Compare the methods by which the Spanish, French, British, and Native American groups adapted to the geographic environment of Alabama.
5. Compare the methods by which Native Americans and the European settlers satisfied their economic needs and relate those methods to the geographic, social, and/or political environments which characterized the area of Alabama prior to statehood.

NOTES FOR THE TEACHER

This activity may require two class periods. One day is needed for compiling information. The second day could be required for designing and discussing the contents of visual displays.

ACTIVITY

Divide the class into eight small groups. Assign two groups to each of the following topics:

- French Settlers
- Spanish Settlers
- British Settlers
- Native Americans

Tell the students to respond to the following questions and directions for the particular group of early inhabitants to which they have been assigned:

1. In what area of Alabama did the early inhabitants live?
2. What was the geographic setting of the settlement (for example, climate, natural resources, and topography)?
3. How were the geographic resources used to satisfy the inhabitants' needs?
4. Give examples of any social and/or political rules or mores and tell how they influenced settlement activities.

ACTIVITY (Continued)

Following the material research, tell groups that were assigned the same topic to compile their information. Instruct each of the four paired groups to design a visual display (charts, maps, printed posters, drawings) of the information compiled. Allow each group to display information, but instruct students to keep oral comments and/or explanations to a minimum.

Conclude the activity by leading a discussion of the information found in the visual displays.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA FROM FIRST INHABITANTS TO STATEHOOD

OUTCOMES:
3. Evaluate the nature of the political environment in early settlements throughout the area prior to statehood.
4. Describe the political, social, and legal systems inherited from the Spanish, French, and British citizens who settled in Alabama.

NOTES FOR THE TEACHER

This activity is designed for use after the students have completed a study of Alabama history prior to statehood. Two elements of the activity are the completion of a chart on early influences in Alabama and an essay based on the findings. Two days should be allowed for this activity.

Materials needed for this activity include the following:

- Alabama history textbook
- Alabama map
- Essay guide (provided)

ACTIVITY

Place a chart similar to the following on the chalkboard:

Early Influences in Alabama

	Spanish	French	British
Political System			
Social System			
Legal System			

Tell the class members to complete two assignments in conjunction with the chart:

1. Using Alabama history textbooks as a resource guide, have students identify as much information as possible for each section of the chart during a class discussion.
2. Lead students in a discussion. Have students fill in information on the various sections of the chart.

ACTIVITY (Continued)

Early Influences in Alabama

	Spanish	French	British
Political System			
Social System			
Legal System			. Common law . British court system . Trial by jury or judges . Establishment of penal system

Distribute the essay guide (pages 160-161). Instruct students to write a two-page essay using the format provided by the guide. Use the following topic: "Compare and Contrast British, French, and Spanish Rule in Alabama."

If students have difficulty getting started, provide them with a sample topic statement.

Example: The rule of the British, French, and Spanish each left a distinct mark upon Alabama.

Have students begin the essay in class and complete the assignment for homework. On the following day, have various students read their essays in class. List salient points from the essays on the chalkboard. Identify three areas of settlement on a classroom map of Alabama.

ACTIVITY (Continued)

ESSAY GUIDE

SUGGESTED CONSTRUCTION FOR ALABAMA HISTORY/SOCIAL STUDIES ESSAYS

I. Introduction

A. Statement of Topic or Problem ______________________________

B. Hypothesis (proposed solution) ______________________________

C. Areas or Arguments to be Considered: 1. ______________ 2. ______________

3. ______________ 4. ______________

II. Topic Sentence ______________________________

Evidence (relevant facts)

A. ______________ B. ______________ C. ______________

III. Topic Sentence ______________________________

Evidence

A. ______________ B. ______________ C. ______________

IV. Topic Sentence ______________________________

Evidence

A. ______________ B. ______________ C. ______________

ACTIVITY (Continued)

V. Topic Sentence ______________________________

Evidence

A. ____________________ B. ____________________ C. ____________________

VI. Conclusion:

A. Summarize paragraphs II, III, IV, and V (one sentence each).

B. Be consistent in your interpretation. Avoid contradicting your hypothesis in your conclusion.

C. Your last sentence should be adequately compelling to endure in the reader's attention.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA FROM FIRST INHABITANTS TO STATEHOOD

OUTCOMES:
7. Relate international influences to Alabama's involvement in the War of 1812, and describe their impact on the development of Alabama.
8. Explain the impact that the conflicts between the Indians and European settlers had on the establishment of Alabama as a state.

NOTES FOR THE TEACHER

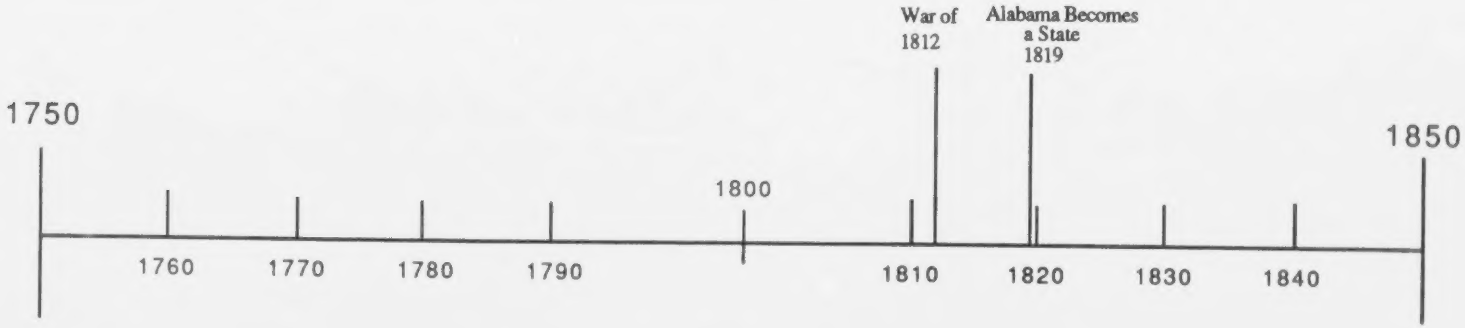
Materials need for this activity include the following:

- United States map
- Alabama map
- Alabama history textbook

The events associated with the involvement of Alabama in the War of 1812 and the Indian-European settlers' conflict are complicated. The purpose of the following activity is to illustrate the connections among the War of 1812, the Creek Indian War, and Alabama statehood.

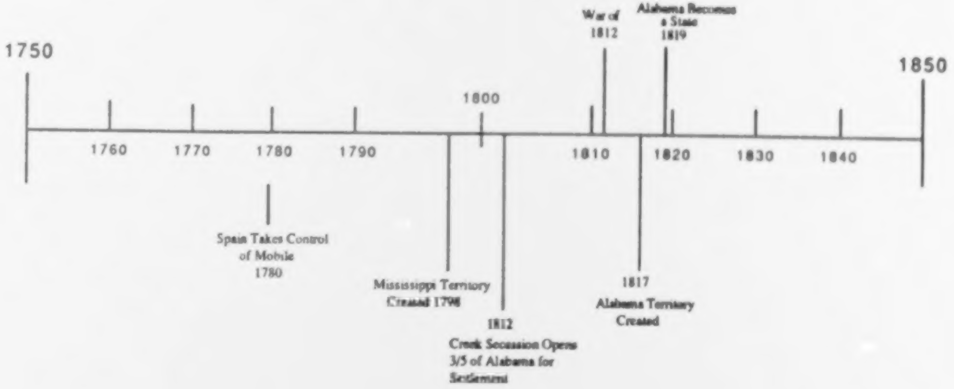
Allow two days for this activity.

ACTIVITY


War of 1812
Alabama Becomes a State 1819
1750
1850
1800
1760
1770
1780
1790
1810
1820
1830
1840

ACTIVITY (Continued)

Have students copy the time line on notebook paper. Divide the class into two groups. Tell Group 1 to use the Alabama history textbook as a resource guide to identify and locate on the time line three events between 1750 and 1812 involving international relations that led to Alabama's involvement in the War of 1812. Tell Group 2 to use the Alabama history textbook to identify and locate on the time line three events between 1812 and 1817 involving European settlers and Indians that led to statehood. Allow fifteen minutes for this phase of the activity. Record students' findings on the chalkboard in a manner similar to the following:


War of
1812
Alabama Becomes
a State
1819
1750
1850
1800
1760
1770
1780
1790
1810
1820
1830
1840
Spain Takes Control
of Mobile
1780
Mississippi Territory
Created 1798
1812
Creek Secession Opens
3/5 of Alabama for
Settlement
1817
Alabama Territory
Created

Lead the class in a discussion having each group explain particular events listed on the time line. Ask leading questions to ensure that the events listed meet the research criteria and are not simply events in Alabama history. Ask questions similar to the following:

1. How was the Spanish occupation of Mobile related to international conflict leading to Alabama's involvement in the War of 1812?

2. What did the Creek Secession have to do with Alabama statehood?

Draw a diagram similar to the following on the chalkboard:

War of 1812 ⟶ Creek Indian War ⟶ Alabama Statehood

ACTIVITY (Continued)

Tell students to use the Alabama history textbook as a resource guide and to compose three statements explaining the diagram. Introduce the assignment by providing one example similar to the following:

> British use of Indians during the War of 1812 led to conflict between the Indians and European settlers in Alabama.

Tell students to complete the assignment for homework.

On the second day, review the events identified on the time line the previous day. Lead the class in a discussion of the homework assignment, having various students read their statements. Write selected statements on the chalkboard and discuss with students the accuracy of the statements.

Conclude this activity by using the United States map and the Alabama map to show students the changes in the political control of Alabama from 1750 to 1819. Point out, for example, how Alabama was divided between the British and the Spanish in the mid- to late-eighteenth century.

AREA: ALABAMA FROM STATEHOOD TO SECESSION

OUTCOME: 1. Analyze the effects that geographical features had on increased migration to the territory of Alabama.

NOTES FOR THE TEACHER

This activity provides the opportunity for students to work in small group role-play situations. Review work is suggested to set the stage for the activity.

Materials needed include the following:

- Alabama history textbook
- Alabama map
- United States map

ACTIVITY

Review the geographical and climatic features of the following Alabama regions: the Cumberland Plateau, the Piedmont Plateau, the Black Belt area, the fall lines, the Coastal Plain, the Wiregrass area, and the Southern Pine Hill area. Have students identify each area and make rivers on a map of Alabama.

Display a map of the United States and point out the southeastern region. Put the following chart on the chalkboard.

Migration from Other States	Occupations	Geographic Influences
Tennessee	Farmers	Rich river basin soil
Georgia	Cotton planters	Mild climate
South Carolina	Merchants	Rivers for transportation
North Carolina	Riverboat crews	Timberland
Kentucky	Blacksmiths	Iron, ore, and coal
Virginia	Teachers	Beauty of the land
	Ministers	

ACTIVITY (Continued)

Other occupations for settlers and geographic influences may be added.

Explain to students that during the formative period of Alabama, many settlers migrated from surrounding southeastern states for various reasons. Using the chart as a guide, have students select a state and an occupation indigenous to the time and location. Let students assume the role of a "typical settler" between 1819 and 1850.

Tell students to write a two-page letter to a friend or relative in their former home state describing the geographic features where they have settled in Alabama. Tell students to describe life in their new home, including examples of both hardships and positive features. Conclude this activity by reading and discussing some of the letters in class. Make a list of hardships and positive features on the chalkboard. Discuss how they affected life for early settlers in Alabama.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA FROM STATEHOOD TO SECESSION

OUTCOME: 2. Relate the availability of waterways and other natural features to the development of different modes of travel to meet transportation needs in the territory/state of Alabama.

NOTES FOR THE TEACHER

This activity asks students to draw transportation routes of roads, railroads, and waterways in Alabama during the time period 1819-1861.

It is suggested that students show the routes on Alabama maps drawn on large sheets of white butcher paper. The activity may take two class periods.

ACTIVITY

Divide the class members into three groups. Assign each group one system of transportation in Alabama from 1819-1861 -- roads, railroads, or waterways. Tell the groups to use their Alabama history textbooks to identify various routes associated with their assigned mode of transportation. Have each group plot with magic markers the available routes for their assigned transportation system on a large map of Alabama. Let each group share research information with the total class. Tell the group to include, as a minimum, the following:

Roads - Indian trails, horseback, wagons, stagecoaches, carriages, plank roads, turnpikes

Waterways - ferries, canals, dugout canoes, flatboats, keelboats, steamboats

Railroads - Memphis and Charleston, Alabama and Tennessee River, Alabama and Mississippi, Marion and Cahaba, Mobile and Ohio, Alabama and Florida, Montgomery and West Point, Mobile and Girard

Have students compare the location of roads, waterways, and railroads regarding proximity to each other. Lead the class in a discussion of how the availability of waterways and other natural features influenced the development of different modes of travel to meet transportation needs in the territory/state of Alabama. Emphasize the location of early towns near natural transportation routes.

AREA: ALABAMA FROM STATEHOOD TO SECESSION

OUTCOME: 3. Relate natural geographic features to the location of early cities and towns in Alabama.
4. Describe the relationship between geographical features and the locations of Alabama's capital between 1819 and 1846.

NOTES FOR THE TEACHER

Materials needed for this activity:

Alabama map
Blank Alabama maps for students
Alabama history textbook

ACTIVITY 1 - OUTCOME 3

Have students locate the following cities on a map of Alabama:

Tuscaloosa Wetumpka
Selma Eutaw
Mobile Decatur
Guntersville

Lead students to discover the one specific thing these cities have in common. (They are all located along waterways.) Lead the students in a discussion dealing with why these towns were located at the various sites. List specific reasons given by students.

Examples:

Waterways were available to transport goods to Mobile for export.
Cotton production areas were nearby.

ACTIVITY 2 - OUTCOME 4

Have the students locate on a state map the places that served as capitals of Alabama between 1819 and 1846. Ask students why these places were selected. Let students pretend that it is up to them to decide where the capital of Alabama should be located. Have students present convincing arguments that their selection of a site is best.

List students' responses on the chalkboard. Have the class vote on the best location.

Conclude these two activities with a discussion of the importance of the locations of rivers and towns in early Alabama.

AREA: ALABAMA FROM STATEHOOD TO SECESSION

OUTCOME: 5. Relate geographical factors to manufacturing and economic development in the territory/state of Alabama.

NOTES FOR THE TEACHER

Materials needed for this activity include the following:

- Alabama history textbooks
- Large Alabama map
- Blank Alabama maps for students

Tell students to consult their Alabama history textbook to identify the different industries in Alabama between 1819 and 1861.

Examples:

Textile mill near Prattville
Early iron works in Calhoun County

Conduct a general class discussion, and list the various industries on the chalkboard. Identify industries in all sections of Alabama. Discuss with students the reasons that particular industries were located in specific places. For example, explain that a textile mill was in Prattville because of nearby cotton plantations and a fast-flowing stream that provided power for the mill.

Distribute the blank Alabama maps to students. Direct students to create an industrial/natural resource map of Alabama. Tell students to locate various industries on their maps and to devise appropriate symbols for the map.

Examples:

Textile mills
Iron-ore deposits

AREA: ALABAMA FROM STATEHOOD TO SECESSION

OUTCOME: 6. Explain how the removal of native American Indians influenced the political development of Alabama.

NOTES FOR THE TEACHER

Present background information concerning the struggle between the federal and state governments on the removal of Indians from Alabama. The federal policy was set by treaties with the Indians during the presidency of Andrew Jackson. The state passed legislation making it easy for settlers to move onto Indian lands before the federal government had acquired title to them. Thus, the struggle ensued.

Students must exercise critical thinking skills in this activity by analyzing and evaluating information and forming possible different opinions.

ACTIVITY

Review with students the positions of both the federal and state governments on the removal of Indians in Alabama. Let students take a position supporting the federal government or the state government. Instruct students who support the federal policy to form a line on one side of the room while the state policy supporters form a line on the other side.

Have students from each side in turn state reasons for their opinions. Encourage students to be forceful in their arguments.

Examples:

Land is needed for white settlers entering Alabama. (State's position)
Indians should not be penalized because they lack a formal system of individual land ownership.
(Indians' position)

ACTIVITY (Continued)

Let students change their position from one side of the room to the other as arguments cause them to change their minds. Continue until each person has had a turn to state an opinion.

Conclude this activity with a general discussion of what happened to Indians in Alabama. In particular, emphasize the events associated with the "Trail of Tears."

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA FROM STATEHOOD TO SECESSION

OUTCOME: 7. Describe the Alabama Constitution, and compare it to the United States Constitution.

NOTES FOR THE TEACHER

Students will need copies of the Alabama Constitution of 1819 and the United States Constitution to complete this activity. If copies of the 1819 Constitution are unavailable, refer to the Alabama history textbook for a description of the Constitution. Teachers will need to provide background information on the United States Constitution and on rules for entering the Union. It is suggested that two days be allowed for this activity.

ACTIVITY

Divide students into small groups. Have each group identify what should have been included in the Alabama Constitution of 1819. (Rights of citizens should be included as functions of a state government.)

Tell students to consider questions similar to the following:

1. Should there be three branches of government?
2. Should Alabama pattern its constitution after that of the federal government?
3. How should powers be divided?
4. What should be the primary functions of the state legislature?
5. How should the governor be elected?
6. How should representation in the state legislature be divided? In the senate?
7. Should the non-property holder be allowed to participate in governmental decision making?
8. Should any consideration be given to the slave?

When students have completed their group work on the constitution, allow them to compare their idea of a constitution with the Alabama Constitution of 1819. Compare the Alabama Constitution with the United States Constitution by pointing out similarities and differences.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA FROM STATEHOOD TO SECESSION

OUTCOMES:
8. Analyze the reciprocal relationship between politics and the development of sectionalism in Alabama.
9. Describe the general economic development of Alabama from 1819 until 1861.
10. Describe and compare the economic development of North, Central, and South Alabama during the antebellum period.
11. Relate local, national, and international economic factors to the rise of "King Cotton" in Alabama and to the development of sectionalism.
12. Explain how slavery influenced Alabama's economic and political development prior to secession in 1861.
13. Explain the political, economic, and social factors that led Alabama to secede from the Union in 1861.

AREA: ALABAMA DURING THE CIVIL WAR, RECONSTRUCTION, AND RECOVERY

OUTCOMES:
1. Describe the political situations in Alabama, in the South, and in the Union that led to the Civil War.
2. Relate geographic factors to Alabama's participation in the Civil War.
3. Describe the economic and political development of Alabama as a Confederate state, and compare it to other states in the Confederacy and/or the Union.
7. Trace the economic development in Alabama from the antebellum period through the Civil War, Reconstruction, and Recovery, and compare economic factors in each of the four time periods.
8. Discuss the development of culture in Alabama as it related to the events of the Civil War, Reconstruction, and Recovery.

NOTES FOR THE TEACHER

This activity directs students to study Alabama history before, during, and immediately following the Civil War, and gives a broad view of a rather lengthy period of time. This activity can be used as the overall framework for studying Alabama history from 1819 to 1875, or it can be used as a culminating activity for this time period. The activity is quite broad and requires thoughtful implementation over several days.

NOTES FOR THE TEACHER (Continued)

A review of certain aspects of nineteenth century United States history is needed prior to teaching this activity. In particular, review the following:

1. The economic division of the United States before, during, and after the Civil War;
2. The political division of the United States before, during, and after the Civil War, including leading political personages; and
3. The link between events in Alabama and the rest of the nation before, during, and after the Civil War.

Use a time line and United States Map to establish the temporal and spatial setting during the review.

Materials needed include the following:

- United States of America Political/Physical Map
- Alabama Political/Physical Map
- Blank Alabama maps for students
- Blank United States maps for students
- Alabama history textbooks
- U.S. history textbooks and other research materials

ACTIVITY

Tell the class that they are to collect information to be used to compare the economic and political events in the United States and Alabama before, during, and after the Civil War. Emphasize that the information they collect on politics and economics will be the foundation for analyses of the entire spectrum of events during this time frame.

Tell students this activity has two major components:

1. The collection of information about economic and political events in the United States and Alabama before, during, and after the Civil War, and

2. Participation in a classroom discussion in which the students use the information as the foundation for analyses.

Divide the class into three research/discussion groups and assign one of the following topics to each:

1819 - 1860	Economic-Political Trends and Issues
1860 - 1865	Economic-Political Trends and Issues
1865 - 1875	Economic-Political Trends and Issues

ACTIVITY (Continued)

Tell each group to collect information about their assigned time period. Explain that the collected information will be used as background information for a discussion of the time 1819-1875. Emphasize to students to select information about the most significant economic and political events of their assigned time period.

Draw a chart similar to the following on the chalkboard:

United States and Alabama Political/Economic Trends

Dates: ________

Economics		Politics	
United States	Alabama	United States	Alabama

Tell students to copy the chart from the chalkboard and fill in the dates of the time frame assigned to them.

Work through one example of how to use the chart with the class. Use an example similar to the one on the following page.

ACTIVITY (Continued)

United States and Alabama Political/Economic Trends

Dates: 1840-1860

Economics		Politics	
United States	Alabama	United States	Alabama
1. Midwest developed grain basket - Illinois, Indiana	1. Mainly one crop - cotton		
		1860: Abe Lincoln said no division of the U. S.	John Shorter advocated States Rights and Seccession.

Give students blank maps of the United States and Alabama. Tell students to locate on their maps the events placed on their charts.

Tell each group to collect as much information as possible about the time frame assigned to them. Have each student record information on an individual chart; however, students in each group can work together to collect the information. Remind students to display all collected information on their charts and maps.

Provide students with questions similar to the following to guide research:

1. What were the major economic activities in the assigned time period?
2. What were the political or economic activities/events that divided the nation?

Allow two days of in-class research time. During research time, circulate around the room, providing guidance and asking leading questions.

ACTIVITY (Continued)

Following the research time, conduct a general class discussion of the information collected. If necessary, draw a chart for each time period on the chalkboard and fill in information during the discussion. In addition, refer to a time line, United States map, and an Alabama map when appropriate. (Consult the outcomes to ascertain the magnitude of this activity.)

Focus this activity by leading the class in the composition of generalizations similar to the following about each time period:

United States 1840-1860 - Economic sectionalism developed in the United States with industry in the Northeast, grain production in the West, and a one-crop export economy in the South.

Alabama 1840-1860 - A forum of economic sectionalism developed in Alabama with wealthy cotton planters in the Black Belt and Tennessee Valley, commercial wealth on the coast, and little wealth elsewhere.

Direct the discussion toward cultural considerations by asking questions similar to the following:

1. What impact did sectionalism have on religion in Alabama?
2. What impact did economic sectionalism in Alabama have on cultural development in Alabama?

During the discussion, refer to the charts, maps, and time line to assist students in obtaining a clear understanding of the various events and issues associated with Alabama during the time 1840-1875.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA DURING THE CIVIL WAR, RECONSTRUCTION, AND RECOVERY

OUTCOME:
4. Analyze the effects the Civil War and Reconstruction had on politics in Alabama.
5. Compare the state government during Reconstruction with the state government during Recovery, which began with the Constitution of 1875.
6. Explain the development of the white supremacy movement.
9. Identify current examples of Alabama's culture, laws, politics, economy, geography, and international relationships that originated during the period of the Civil War, Reconstruction, and Recovery.

NOTES FOR THE TEACHER

The following activity is comprehensive, involving research, campaign speeches, debates, and discussion. It will require thoughtful implementation over several class periods.

Materials needed include the following:

- Alabama history textbook
- Reference books on Alabama history
- United States history textbooks

ACTIVITY

Tell the class that they are to simulate a political campaign involving five real historical characters.

1. Thomas H. Watts - Wartime Governor of Alabama, 1863-1865
2. Wager Swayne - Military Governor of Alabama, 1867-1868
3. David P. Lewis - Republican Reconstruction Governor, 1872-1874
4. James T. Rapier - Black man and United States Congressman from Alabama, 1860s-1870s
5. John Tyler Morgan - United States Senator from Alabama, 1876-1906

ACTIVITY (Continued)

Explain that the five figures represent the various factions that competed for control of Alabama from the 1860's through the early 1900s. Provide students with information regarding their political positions to include the following:

1. The Civil War era land owner secessionist and states' rights (Watts)
2. The post-Civil War United States Army military government/Federal government control (Swayne)
3. The briefly-powerful white leaders of the Republican Party/limit political power to a few post-war leaders (Lewis)
4. The newly and briefly enfranchised blacks/equal rights for all, in particular, former slaves (Rapier)
5. The white power structure/white supremacy (Morgan)

Divide the class into five teams. Assign each team to one of the historical characters. Tell the teams that they are to research the assigned individual and the group associated with that individual in reference to political and social ideas. Emphasize that there may not be a great deal of information on a given individual; however, each individual represents a larger group for which there is plenty of information. Allow two days for research.

Allow each group three minutes in class to present the political and social ideas of the individual they represent in the form of a campaign speech. Encourage each group to create campaign paraphernalia such as slogans, banners, and buttons. Allow the class five minutes to question each candidate following the presentation.

After the campaign speeches, tell the class to imagine that a primary was conducted and that the two winners were James Rapier and John T. Morgan. Assign the Thomas Watts group to assist Morgan in preparing for a debate, the David P. Lewis group to assist Rapier, and the Wager Swayne group to be the questioners. (The teacher serves as the moderator.) Remind students that the Rapier group supports equal rights for individuals while the Morgan group supports white supremacy.

Tell the Rapier and Morgan groups to select one person as their debator. Have the interview group select three students to ask questions. Allow the groups one day to prepare for the debate. Assist the interview group with developing questions.

Conduct the debate in the format of the Presidential debates, with a thirty-minute time limit. Allow each candidate two minutes for an opening statement. Alternate questions and give each candidate one minute for answering and one minute for rebuttal. Allow each candidate two minutes for a closing statement.

ACTIVITY (Continued)

Have the class evaluate the debate.

Following the debate, lead the students in a class discussion to analyze the changes in politics in Alabama from 1861 through 1877. Refer to the campaign for information and ideas. If necessary, list the changes on the chalkboard for reference.

Conclude the activity by drawing a chart similar to the following on the chalkboard. Lead the class in a discussion seeking to discover any connections (social, political) between events in 1860-1875 and those in present day.

Comparisons and Connections
1800s - 1980s

1860-1875		1986-1990	
Democrats	Republicans	Democrats	Republicans
	Open free public schools	Broad ethnic and social appeal	

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA AND THE NEW SOUTH (1875-1900)

OUTCOMES:
1. Explain the relationship between geography, industrial growth, and the rise of boom towns.
2. Analyze the effects of the sharecrop system on the lifestyle of the people involved with the system.
3. Explain the relationship between geographic factors and the decline of agriculture in the New South.
4. Relate political changes to social changes in the New South.
5. Compare the economies in various regions of Alabama.
6. Explain the economic development and industrial growth in Alabama during the post-Civil War period prior to the twentieth century.

NOTES FOR THE TEACHER

Materials needed for this activity include the following:

- Alabama history textbook
- Political/physical relief map of Alabama
- Alabama atlas
- Historical atlas of Alabama
- Natural resources map of Alabama
- United States map
- Blank Alabama maps for students
- Access to photographs from the late nineteenth century Alabama history textbook
- The Image of Progress: Alabama Photographs, 1872-1917

A prerequisite to presenting this activity is for the teacher to have a general knowledge of late nineteenth century United States history. It will be necessary to prepare a brief lecture, using a chalkboard time line and a United States map on the general economic development in the United States during the late nineteenth century. Key events to emphasize are the expansion of railroads, the growth of the iron and steel industry, the expansion of the precious metal mining, and the subsequent growth of investment capital and the food industry to supply the demands of cities.

ACTIVITY

Conduct an introductory lecture establishing the temporal and spatial setting of the period. Refer to a chalkboard time line and a United States map during the lecture.

Draw a chart similar to the following on the chalkboard.

U. S. Economic Growth 1860-1900	
Key Events	Needs
Expansion of Railroads	
Growth of Cities	
Expansion of Mining	

Conduct a general class discussion. Lead the class to determine as many "Needs" as possible for each listing. Write these on the chalkboard in a manner similar to the following:

ACTIVITY (Continued)

U. S. Economic Growth 1860-1900	
Key Events	Needs
Expansion of Railroads	. Steel rails . Wood . Food for workers . Clothing for workers
Growth of Cities	
Expansion of Mining	

Distribute blank Alabama maps to students. Tell the class to use the Alabama history textbook, classroom natural resource map, and Alabama atlas to identify areas in Alabama that contain natural resources applicable to railroads' "Needs" identified on the chalkboard chart.

Have students locate the natural resource areas on their blank Alabama maps. Refer to photographs to illustrate the changes in life in Alabama during the late 1800s. (The Images of Progress: Alabama Photographs, 1872-1917 and the Alabama history textbook are useful resources.)

After students have completed the Alabama natural resource maps, direct them to use available resources and expand their maps to include the following:

railroads in 1900
industrial centers in 1900
farming areas in 1900

ACTIVITY (Continued)

Use information from the Alabama history textbook and other resources to compare the above information with 1860. Refer to photographs to illustrate change.

Lead students in a discussion of information on their maps and the chart by asking leading questions such as the following:

(1) When there is urban growth, most often people move from farm to city. What impact did urbanization have on society in Alabama?

(2) How did politicians respond to challenges of urbanization? Who were leading politicians of this time? What was their individual position on social issues?

(3) Describe the situation of sharecroppers during this time.

- Were blacks economically and socially better off during this time as compared to pre-Civil War times?
- Were poor whites economically and socially better off during this time as compared to pre-Civil War times?

Continue the discussion asking leading questions to enhance the connections among national economic growth, natural resources in Alabama, the rise of boom towns, and economic growth in Alabama. Target questions to emphasize the following:

- The relationships among major rivers, boom towns, and the transportation of goods and natural resources
- The location of rail lines in 1900, their connection to boom towns, and changes in towns' economic, social, political, and cultural life
- The distribution of economic growth in the late nineteenth century, i.e., was any particular region in Alabama more prosperous than another?

Conclude this activity by assigning students to one of the following topics:

1. Evaluate the impact geography had on industrial growth in late nineteenth century Alabama.
2. Describe the life of a sharecropper.
3. Analyze the impact of over-cropping on agriculture in Alabama.
4. Describe the political scene in Alabama during the late nineteenth century.
5. Compare the economy of north, central, and south Alabama during the late nineteenth century.
6. Describe the evolution of industrial growth in Alabama in the late nineteenth century.

ACTIVITY (Continued)

Distribute the essay guide (pages 186-187). Show students how to use the guide to write a two-page essay on their assigned topics.

Following the completion of the essays, assign students with common topics to discussion groups. Tell the students to review all essays in their group and to select the most comprehensive essay to read to the class. Expand upon ideas and information included in the essay.

ACTIVITY (Continued)

SUGGESTED CONSTRUCTION
FOR ALABAMA HISTORY/SOCIAL STUDIES ESSAYS

I. Introduction

  A. Statement of Topic or Problem ______________________________

  B. Hypothesis (proposed solution) ______________________________

  C. Areas or Arguments to be Considered: 1. ______________________

    2. ______________________ 3. ______________________

    4. ______________________

II. Topic Sentence ______________________________

  Evidence (relevant facts)

  A. ______________________

  B. ______________________

  C. ______________________

III. Topic Sentence ______________________________

  Evidence

  A. ______________________

  B. ______________________

  C. ______________________

ACTIVITY (Continued)

IV. Topic Sentence ____

Evidence

A. ____________________

B. ____________________

C. ____________________

V. Topic Sentence ____

Evidence

A. ______________

B. ______________

C. ______________

VI. Conclusion:

A. Summarize paragraphs II, III, IV, and V (one sentence each).
B. Be consistent in your interpretation. Avoid contradicting your hypothesis in your conclusion.
C. Your last sentence should be adequately compelling to endure in the reader's attention.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 1. Describe the interrelationship between geographic features and economic life in Alabama.

NOTES FOR THE TEACHER

Materials needed for the following activity are listed below:

- Alabama history textbook
- Political/physical relief map of Alabama
- Natural resource map of Alabama
- Alabama atlas
- Local county map
- Student copies of blank Alabama map showing county borders

This activity may need to be conducted over a two-day period.

ACTIVITY

Draw a chart similar to the following on the chalkboard.

Connections: Economic Activity/Geographic Features

STATE		LOCAL	
Economic Activity	Geographic Features	Economic Activity	Geographic Features

ACTIVITY (Continued)

Divide the class members into pairs. Distribute blank Alabama maps to each pair. Tell students to use their Alabama history textbooks to find a minimum of three responses for each section of the chart. Tell each pair of students to locate and record items identified for inclusion on the chart on the blank Alabama maps. During the research time, circulate among students, observe research skills, and ask leading questions.

Lead students in a general discussion of the information they have identified. Record student responses on the chalkboard in a manner similar to the following:

Connections: Economic Activity/Geographic Features

STATE		LOCAL	
Economic Activity	Geographic Features	Economic Activity	Geographic Features
Transportation	Tennessee-Tombigbee Waterway - Natural and Human Construction	Catfish farming	Limestone based soil

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 2. Describe the principles of democracy and the system of checks and balances as they are found in the United States Constitution and the Alabama Constitution of 1901.

NOTES FOR THE TEACHER

Six copies each of the United States Constitution and the Alabama Constitution of 1901 are needed. The activity is presented in two tasks. The first task involves document analyses in small groups. The second task involves small-group presentations and general class discussion. The activity needs to be conducted over a two-day period.

ACTIVITY

TASK 1. Tell students that they are to compare certain ideas in the United States Constitution and the Alabama Constitution of 1901. Explain that the comparison requires analysis of the two constitutions.

Write the following six principles of democratic government on the chalkboard:

1. Federalism
2. Popular sovereignty
3. Limited government
4. Separation of powers
5. Checks and balances
6. Judicial review

ACTIVITY (Continued)

Draw a chart similar to the following on the chalkboard:

A COMPARISON OF TWO CONSTITUTIONS

Principle: ____________

U.S. Constitution	Alabama Constitution	Comments

Lead the class in a discussion of each principle. Have students define each principle in their own words. Write their definitions on the chalkboard. Tell students to copy the definitions and to keep them for reference.

ACTIVITY (Continued)

Divide the class members into six groups. Assign each group one of the principles of democracy listed on the board and discussed earlier in the lesson.

Tell each group to draw a chart similar to the one on the chalkboard and write the assigned principle in the space provided. Direct students to complete the chart using the copies of the constitutions for references. Instruct students to list several comparisons on their charts. Completed charts will resemble the following:

A COMPARISON OF TWO CONSTITUTIONS

Principle: Checks and Balances

U.S. Constitution	Alabama Constitution	Comments
1. Article 1, Section 7 Procedure for passing bills.	1. Article 4, Section 70 Revenue bills must originate in the house.	1. Both constitutions require revenue bills to originate in the house.
2.	2.	2.
3.	3.	3.

ACTIVITY (Continued)

TASK 2. Have each group share the information collected. Allow five minutes for each oral presentation. Instruct groups to use visual displays large enough for the entire class to see.

Conclude the activity by leading a general discussion of the overall differences between the two constitutions. List the differences on the chalkboard in a manner similar to the following:

DIFFERENCES BETWEEN THE UNITED STATES CONSTITUTION AND THE ALABAMA CONSTITUTION OF 1901

1. The U. S. Constitution is a plan for government. The Alabama Constitution is both a plan for government and direct laws.

2.

3.

4.

5.

6.

During the discussion time, ask questions similar to the following:

> What is the economic impact of Tennessee/Tombigbee on West Alabama?
>
> What are the positive and negative consequences of Tennessee/Tombigbee?

Conclude the activity by having students locate items listed in the chart on a classroom-size map of Alabama.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 3. Describe and analyze the response of the state government to the problems of the Depression.

NOTES FOR THE TEACHER

The activity described below should follow an initial class discussion of organizations that were formed to solve problems created by the Depression. It is important for students to understand that these organizations are federal programs functioning on a state level.

Prior to the activity, make three sets of cards. Write the names of agencies on one set of cards, the acronyms of those agencies on the second set, and the purposes of the agencies on the third set. Suggested names, acronyms, and purposes are listed below:

SET 1: Agency Name	SET 2: Agency Acronym
Emergency Banking Act	EBA
Civilian Conservation Corps	CCC
Agricultural Adjustment Act	AAA
Tennessee Valley Authority	TVA
National Youth Administration	NYA
Public Works Administration	PWA
Work Progress Administration	WPA
Rural Electrification Administration	REA
National Industrial Recovery Act	NRA (NIRA sometimes)
Farm Credit Act	FCA

SET 3: Purpose of Each Agency

Closed all banks to restore public confidence in government

Created jobs for unemployed single men between ages 18-25 (Improved State parks)

Paid farmers not to grow crops in order to raise farm prices and cut surpluses

Developed hydroelectric power in the Tennessee Valley to improve economic conditions

Gave young people jobs in schools and colleges so they could continue their education

Hired people to build government projects like dams, post offices, libraries, and bridges

Employed people for a variety of government projects from digging ditches and sewing to writing books, painting murals, and producing plays; produced the WPA Guide to Alabama

Made cheap electricity available to remote farmhouses for the first time

Set up reasonable working hours and wages; stimulated business recovery by codes of fair competition

Created an agency to centralize all farm credit services for refinancing farm mortgages

Tell students that they will compete in the game "Depression Relief." Explain the three sets of cards to students. Explain that points will be awarded as follows:

Card Turned Over	Expected Response	Value
Acronym Card	Corresponding Agency Name	1 Point
Purpose Card	Corresponding Agency Name and Acronym	2 Points
Agency Name Card	Purpose of Agency	3 Points

ACTIVITY (Continued)

Card Turned Over	Expected Response	Value
Closed all banks to restore public confidence	Emergency Bank Act (EBA)	2 Points

Divide the class members into two teams. Shuffle the thirty cards. Turn over one card at a time. Give one team an opportunity to respond to the card and alternate between the two teams as cards are drawn. Give the first person raising a hand on the addressed team the opportunity to respond to the card.

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 4. Describe and analyze the changing nature of politics in Alabama following World War II.

NOTES FOR THE TEACHER

Materials needed for the following activity are listed below:

- Alabama history textbook
- United States history textbook
- Alabama history research materials, if available

Included in this activity is a "Governor's Report Card." A class-size report card must be constructed prior to the activity. It is suggested that three to five days be allotted for this activity.

ACTIVITY

Assign groups of students to each of the gubernatorial terms since World War II. (Note that this is an assignment to a gubernatorial term, not to an individual.)

1947-1951	James E. Folsom
1951-1955	Gordon Persons
1955-1959	James E. Folsom
1959-1963	John Patterson
1963-1967	George C. Wallace
1967-1968	Lurleen B. Wallace
1968-1971	Albert P. Brewer
1971-1975	George C. Wallace
1975-1979	George C. Wallace
1979-1983	Forrest James
1983-1987	George C. Wallace
1987-1991	Guy Hunt

ACTIVITY (Continued)

Tell the class that groups have two days to research and write a two-page report on the gubernatorial terms to which they have been assigned. Each group will be allowed five minutes to present their report to the class. Topics that must be included in the report are:

1. Brief biography of the governor

2. Major accomplishments/disappointments in the following areas:

   - Education
   - Economics
   - Transportation
   - Social issues

3. Position taken on national and international issues impacting Alabama

ACTIVITY (Continued)

Tell students to present a portion of their report in a "Governor's Report Card" format similar to the one below:

Governor's Report Card
Name ____________________
Term ____________________

	Grade	Comments
State Issues Education		
Economics		
Transportation		
Social Issues		
Position on any National Issues Impacting Alabama (List each issue)		
Position on any International Issues Impacting Alabama (List each issue)		

ACTIVITY (Cont'd)

Display a copy of the "Governor's Report Card" and emphasize that the research must be comprehensive enough to make judgements on the topics listed on the report card.

Establish with students criteria for assigning grades to the report card. Use guidelines similar to the following:

A - Programs were completely successful

B - Programs were successful

C - Programs were moderately successful

D - Programs were generally unsuccessful

E - Programs were totally unsuccessful

Following the presentation of the reports, list all of the gubernatorial terms in a horizontal time line format similar to the following:

Date	Governor	Important Related Issue
1945		End of World War II
1947	James E. Folsom	
1951	Gordon Persons	
1955	James E. Folsom	
1959	John Patterson	
1963	George Wallace	Supports Segregation Issues
1967	Lurleen Wallace	
1968	Albert Brewer	
1971	George Wallace	
1975	George Wallace	Supports Equal Rights
1979	Forrest James	
1983	George Wallace	
1987	Guy Hunt	
1991	?	

Drawing upon the student reports, lead the class in a discussion of the entire time frame. Emphasize changes in issues, responses to issues, and the changing nature of the electorate. (See "Important Related Issues" column above.)

ACTIVITY (Continued)

Conclude the activity by leading the class in writing at least five generalizations or hypotheses about politics and the changing nature of politics in Alabama since World War II.

Examples:

1. The general population changed its position regarding civil rights between the 1960s and the 1980s.
2. A far greater percentage of the population is registered to vote in the 1980s as compared to the 1940s.
3. Mass communication plays a greater role in state politics in the 1980s as compared to the 1940s.

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 5. Describe the impact of the Depression on life in Alabama.

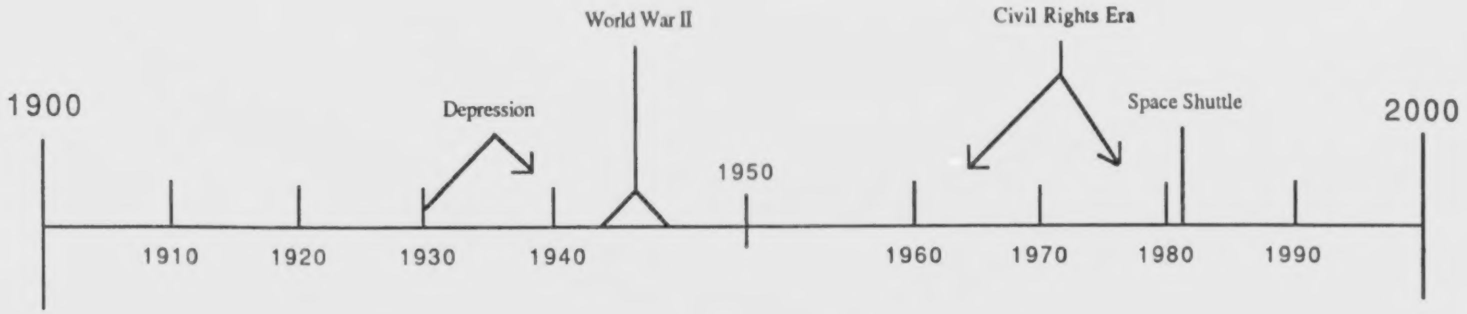
NOTES FOR THE TEACHER

Photographs from the Depression era are vital for the following activity. Sources for these photographs include the following:

- Alabama history textbook
- School library
- The Alabama Humanities Foundation
- Private collections
- Let Us Now Praise Famous Men by James Agee and Walker Evans

ACTIVITY

Establish the temporal setting of the Depression era by drawing a time line on the chalkboard similar to the following:


World War II
Civil Rights Era
1900
Depression
Space Shuttle
2000
1950
1910
1920
1930
1940
1960
1970
1980
1990

ACTIVITY (Continued)

Show students photographs from the Depression era. Lead the students in a discussion of the impact the Depression had on Alabama. Include questions similar to the following:

1. What do the photographs reveal about life in Alabama during the Depression?
2. What are particular examples of poverty and despair in the photographs?

Have students interview their grandparents or other people (if possible) who experienced the Depression. Using class discussions, interviews, and the textbook as background, have students write a paragraph on one of the following topics:

1. Life During the Depression
2. Then and Now - The 1930s - The 1980s

Read and discuss some of the paragraphs in class. Write some of the statements from the paragraphs on the chalkboard. Use the statements to impress upon students the impact of the Depression on Alabama. Conclude the activity by having students select photographs that illustrate the statements listed on the chalkboard.

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 6. Analyze the effect of the Tennessee Valley Authority on the economy of North Alabama.

NOTES FOR THE TEACHER

The purpose of this activity is to help students understand that history is the collection and interpretation of information from the various social sciences. The activity requires that a research group be assigned to each of five social sciences. It is the task of the teacher to guide students in the integration of information collected by each group.

Make arrangements for use of the library prior to the activity. Explain to the librarian the focus of this project in order that adequate materials may be located. The Alabama History textbook can always be used as a research tool.

ACTIVITY

Divide the class into five groups. Assign to each group one research question similar to the following:

1. What geographic impact did TVA have on North Alabama?
2. What economic changes in North Alabama did the TVA precipitate?
3. What sociological changes in North Alabama can be traced to the impact of TVA?
4. How did TVA impact on the cultural life of North Alabama?
5. What impact did TVA have on the politics of North Alabama?

Have each group prepare a three- to five-page report on its assigned research question. Emphasize that each report must include a before and after appraisal of the impact of TVA in Alabama. In addition, each group must execute a graphic display illustrating the facts and ideas contained in the report. For instance, the group working on geography could prepare two maps of the Tennessee Valley area. One map could illustrate the area prior to TVA; the other map could show the location of TVA dams and lakes. The graphic display could be completed with a chart listing aspects of the Tennessee Valley area before and after TVA.

ACTIVITY (Continued)

Tell the class that each group will have three days for research, writing, and organization of the reports; one day for all groups to present reports (five to ten minutes each); and a final day to work as a class to compile the information from the various groups. On the fifth day, compile information from all group reports. Summarize the information on the chalkboard in a form similar to the following:

IMPACT OF TVA ON NORTH ALABAMA

	Prior to TVA	After TVA
Geographic	1. Frequent flooding of the Tennessee River 2. Floods replenish soil	1. Flood control 2. Large amounts of fertilizer needed
Economic		
Sociological		
Cultural		
Political		

Extension: Have students use the information from the reports to write a short essay on the topic "How Did TVA Affect Life in North Alabama?"

417

418

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 7. Compare the development of science and technology after World War I with the development of science and technology after World War II.

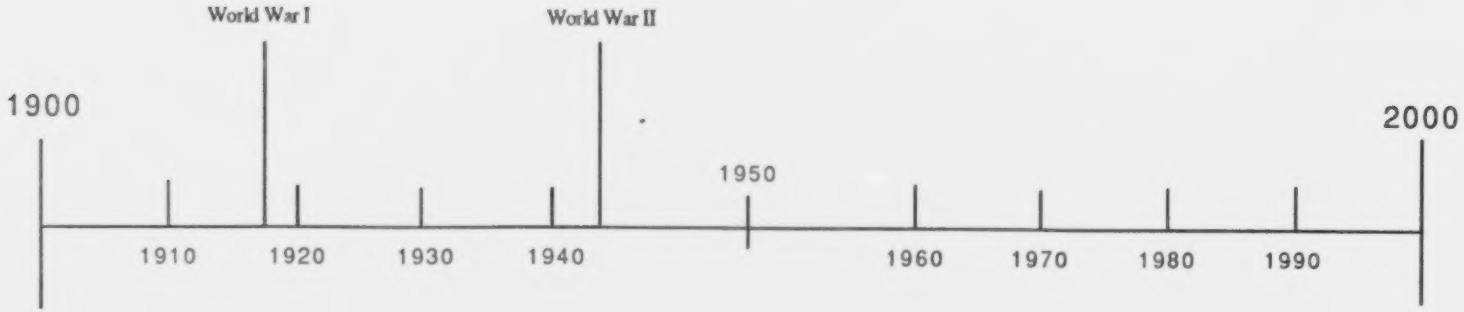
NOTES FOR THE TEACHER

It is suggested that this activity be introduced near the end of class one day. Students may need overnight research to identify examples of scientific and technological developments for the two time periods. The second class period can be used for sharing findings and discussion.

ACTIVITY

Near the end of class, draw a time line and chart similar to the following on the chalkboard:

The Development of Science and Technology


World War I
World War II
1900
2000
1950
1910
1920
1930
1940
1960
1970
1980
1990

ACTIVITY (Continued)

The Development of Science and Technology

After World War I	After World War II
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Tell students to identify and compare scientific developments after World War I and World War II. Tell students that the scientific developments they identify do not necessarily have to have occurred in Alabama. During the discussion, however, remind students to focus on the impact the developments had on Alabama. To assist students in identifying areas of development, provide examples such as developments in the areas of transportation, electronics, and medicine.

Work through one example, listing the specific development on the chalkboard.

Example:

The Development of Science and Technology

After World War I	After World War II
1. Television	1. Color Television
2. Penicillin	2. Polio Vaccine
3.	3.
4.	4.
5.	5.

After working through one example in class, tell students to identify as many examples of scientific and technological developments as possible for each time period. Tell students to refer to textbooks, encyclopedias, and other readily available reference books.

ACTIVITY (Continued)

Fill in the chart by listing students' contributions. Discuss contents with students, emphasizing comparisons that point out differences in the two time periods. For example, indicate that while television was invented prior to World War II, the economic conditions did not allow for television to be perfected and marketed broadly until after World War II. Conclude this activity by leading the class in a discussion of the overall impact of science and technology on life in Alabama.

AREA: ALABAMA IN THE TWENTIETH CENTURY

OUTCOME: 8. Describe and analyze the impact of economic growth on the way of life in Alabama.

NOTES FOR THE TEACHER

This should be a culminating activity for the course. Materials needed are current local and state newspapers, and national newspapers such as USA Today and The Wall Street Journal. Allow five days for this activity. Additional materials needed are listed below:

- Alabama history textbook
- Alabama history resource materials
- Newspapers

ACTIVITY

List the following as requirements for student-developed newspapers:

1. Papers must be like a real newspaper in design.

2. Papers must include the following components:

   - Title of the paper
   - Front page
   - Editorial page
   - Cartoons
   - Human interest section
   - Classified-ads section

3. Papers are to be constructed from materials that are available.

4. The papers do not have to be typed.

ACTIVITY (Continued)

5. All aspects of the paper must relate to economic issues.
6. Each student in a group will have something in the paper with a by-line.

Allow two or three days of in-class time for research, writing, and construction of the newspapers. Emphasize that all contents of the newspapers must be grounded in research.

Following construction of the newspapers, allow one day for the groups to present their newspapers to the class. Conclude the activity by drawing a chart similar to the following on the chalkboard:

ECONOMICS AND LIFE IN ALABAMA

1920 - 1945		1945 - Present	
Economic Event	Impact on Life	Economic Event	Impact on Life
1. High unemployment (1930's)	1. Much suffering among the population	1. Expansion of Marshall Space Flight Center (1960s)	1. Many jobs; much economic activity

Ask students to identify major points presented in the class newspapers. List the points on the chart. Lead the class in a discussion of the points listed, emphasizing the impact of economic growth on twentieth-century life in Alabama.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: LOCAL HISTORY AND COMMUNITY STUDIES

OUTCOME: 1. Identify international influences found in the community, and explain their impact on the local economy and culture.

NOTES FOR THE TEACHER

The world we live in today is truly interdependent and international. Virtually every part of our life is influenced by international commerce.

As a prerequisite to the following activity, the teacher must be aware of international influences in the community.

The purpose of this activity is for students to identify international influences in the community through a brainstorming activity.

ACTIVITY

Draw the following chart on the chalkboard.

International Influence on Alabama

Product	Business	Economic Impact	Cultural Impact

Discuss with students the ramifications of international trade. Conduct a brief class discussion and identify examples similar to the following for the chart on the chalkboard.

International Influence on Alabama

Product	Business	Economic Impact	Cultural Impact
1. Reebok Shoes		Local sales job Sales tax	Psychological impact of the Union Jack
	2. Oriental Restaurant	Employment Sales tax Use of local products	New and different diet Some understanding of other nationality

Explain the examples to students. Emphasize the ways that international influences impact the local economy and culture.

ACTIVITY (Continued)

Divide the class members into pairs. Tell the students to make a copy of the chart "International Influence on Alabama." Have each pair identify at least three additional responses for the chart.

Conduct a class discussion using students' information to complete the chart on the chalkboard. Expound and extend student-generated information.

SOCIAL STUDIES - GRADE 9
ALABAMA HISTORY

AREA: LOCAL HISTORY AND COMMUNITY STUDIES

OUTCOME: 2. Define the system of government in the community, and compare it with other types of government in nearby local communities and in the state of Alabama.

NOTES FOR THE TEACHER

Definitions of government often are limited to names and organizational schemes. The study of local government allows young people the unique opportunity to comprehend the practical side of government. The practical side of government provides us with fresh water, garbage collection, and fire and police protection. Emphasize the practical and personal side of government in the following activity.

Materials needed include the following:

- Alabama history textbook
- Alabama history resource materials
- Local map

ACTIVITY

Provide students with background information about local government. Include an explanation of the types of local government--both county and city.

Divide the class members into two groups: city/town and county. Tell each group to develop a presentation on the particular type of government assigned to them. Allow each group one day of in-class time for research and organization of reports. Tell students to obtain any locally published material about local government.

Instruct students to prepare a report that includes the following as a minimum:

1. Name the type of government -- (Mayor/City Council).
2. Use a local map to show district boundaries.
3. Name the elected representatives and tell their responsibilities.
4. Name the various departments of government, list budgets, and tell responsibilities.
5. Identify the tax base for local government.

ACTIVITY (Continued)

6. Present all information in the following sequence:

   A. An oral report describing the form of government
   B. A student-constructed chart illustrating governmental organization
   C. A map showing district lines
   D. A printed list of ways that the local government could be improved

Allow each group approximately 15 minutes per presentation.

Conclude the activity by explaining several other forms of local government in Alabama. List other forms of government on the chalkboard and describe particular aspects of each. Assist students in determining the differences among the various forms of local government in Alabama.

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Alabama's Contemporary Status

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
9		Students will understand the influence of international forces on life in Alabama.	1. Identify on maps of Alabama the locations of natural resources, typical weather conditions, land formations, population densities, and other demographic data.			
9		Students will understand the interrelationships among social, geographical, political, anthropological, and economic forces on the development of Alabama culture.	2. Determine the impact that out-of-state issues and events have on the citizens of Alabama.			
9		Students will understand the effects of climate, landforms, and natural resources on the development of Alabama.	3. Explain the interrelationships of the world of work, the economy, and natural resources in Alabama.			
9		Students will understand the influences of economic forces, the development of the free enterprise system, and the influences of international economic forces on the development of Alabama.				
9		Students will understand the effects of current issues and events on life in Alabama.				
	10	Students will demonstrate an understanding of culture, tradition, the environment, causality, change, and the community.				
	10	Students will demonstrate an understanding of change, political structures, leadership, and laws.				

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
	10	Students will demonstrate an understanding of the division of labor, industrialization, conservation, natural resources, taxation, income, change, goods and services, capital, and interdependence.				
	10	Students will demonstrate the ability to read and interpret maps, posters, and documents.				

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Alabama From First Inhabitants to Statehood

C OF S	S T A N	ORIGINAL SOURCES	STUDENT OUTCOMES	B A S	S T A N	A D V
9		Students will understand the influences of international forces on life in Alabama.	1. Identify and explain the cultural, economic, and environmental factors which influenced the settlement by the first inhabitants, the exploration and settlement by Europeans, and the general westward migration of people into Alabama prior to statehood.			
9		Students will understand the interrelationships among social, geographical, political, anthropological, and economic forces on the development of Alabama	2. Compare the methods by which the Spanish, French, British, and Native American groups adapted to the geographic environment of Alabama.			
9		Students will understand the effects of climate, landforms, and natural resources on the development of Alabama.	3. Evaluate the nature of the political environment in early settlements throughout the area prior to statehood.			
9		Students will understand the influences of economic forces, the development of the free enterprise system, and the influences of international economic forces on the development of Alabama.	4. Describe the political, social, and legal systems inherited from the Spanish, French, and British citizens who settled in Alabama.			
9		Students will understand the development of societal groups and the effects the various groups had on the development of Alabama.	5. Compare the methods by which Native Americans and the European settlers satisfied their economic needs, and relate those methods to the geographic, social, and/or political environments which characterized the area of Alabama prior to statehood.			
	10	Students will demonstrate the ability to read and interpret maps, posters, and documents.	6. Define Alabama's role in the American Revolutionary War in terms of the economic, political, social, and geographical factors influencing the inhabitants of the area prior to statehood.			
	10	Students will demonstrate an understanding of culture, change, causality, the community, rules, and values.				

443

444

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
	10	Students will demonstrate an understanding of change, causality, cities, industrialization, and political structures and documents.	7. Relate international influences to Alabama's involvement in the War of 1812, and describe their impact on the development of Alabama.			
	10	Students will demonstrate an understanding of the division of labor, industrialization, conservation, natural resources, taxation, income, change, goods and services, capital, and interdependence.	8. Explain the impact that the conflicts between the Indians and European settlers had on the establishment of Alabama as a state.			

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Alabama from Statehood to Secession

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
9		Students will understand the international forces on life in Alabama.	1. Analyze the effects that geographical features had on increased migration to the territory of Alabama.			
9		Students will understand the interrelationships among social, geographical, political, anthropological, and economic forces on the development of Alabama culture.	2. Relate the availability of waterways and other natural features to the development of different modes of travel to meet transportation needs in the territory/state of Alabama.			
9		Students will understand the effects of climate, landforms, and natural resources on the development of Alabama.	3. Relate natural geographic features to the location of early cities and towns in Alabama.			
9		Students will understand the influences of economic forces, the development of the free enterprise system, and the influences of international economic forces on the development of Alabama.	4. Describe the relationship between geographical features and the locations of Alabama's capital between 1819 and 1846.			
9		Students will understand the development of societal groups and the effects the various groups had on the development of Alabama.	5. Relate geographical factors to manufacturing and economic development in the territory/state of Alabama.			
	10	Students will demonstrate an understanding of change, causality, cities, industrialization, and political structures and documents.	6. Explain how the removal of native American Indians influenced the political development of Alabama.			
	10	Students will demonstrate an understanding of culture, change, causality, the community, rules, and values.	7. Describe the Alabama Constitution, and compare it to the United States Constitution.			

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
	10	Students will demonstrate an understanding of culture, tradition, the environment, causality, change, and the community.	8. Analyze the reciprocal relationship between politics and the development of sectionalism in Alabama.			
	10	Students will demonstrate an understanding of change, political structures, leadership, and laws.	9. Describe the general economic development of Alabama from 1819 until 1861.			
			10. Describe and compare the economic development of North, Central, and South Alabama during the antebellum period.			
	10	Students will demonstrate an understanding of the division of labor, industrialization, conservation, natural resources, taxation, income, change, goods and services, capital, and interdependence.	11. Relate local, national, and international economic factors to the rise of "King Cotton" in Alabama and to the development of sectionalism.			
	10	Students will demonstrate the ability to read and interpret maps, posters, and documents.	12. Explain how slavery influenced Alabama's economic and political development prior to secession in 1861.			
			13. Explain the political, economic, and social factors that led Alabama to secede from the Union in 1861.			

SOCIAL STUDIES: Alabama History - Grade 9

AREA: Alabama During the Civil War, Reconstruction, and Recovery

C OF S	STAN	ORIGINAL SOURCES
9		Students will understand the relationship between the people of Alabama and their political system with emphasis on state and local government.
9		Students will understand the interrelationships among social, geographical, political, anthropological, and economic forces on the development of Alabama cultures.
9		Students will understand the effects of climate, landforms, and natural resources on the development of Alabama.
9		Students will understand the influences of economic forces, the development of the free enterprise system, and the influences of international economic forces on the development of Alabama.
9		Students will understand the development of societal groups and the effects the various groups had on the development of Alabama.
	10	Students will demonstrate an understanding of culture, change, causality, the community, rules, and values.

STUDENT OUTCOMES	BAS	STAN	ADV
1. Describe the political situations in Alabama, in the South, and in the Union that led to the Civil War.			
2. Relate geographic factors to Alabama's participation in the Civil War.			
3. Describe the economic and political development of Alabama as a Confederate state, and compare it to other states in the Confederacy and/or the Union.			
4. Analyze the effects the Civil War and Reconstruction had on politics in Alabama.			
5. Compare the state government during Reconstruction with the state government during Recovery, which began with the Constitution of 1875.			
6. Explain the development of the white supremacy movement.			
7. Trace the economic development in Alabama from the antebellum period through the Civil War, Reconstruction, and Recovery, and compare economic factors in each of the four time periods.			
8. Discuss the development of culture in Alabama as it related to the events of the Civil War, Reconstruction, and Recovery.			

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Alabama During the Civil War, Reconstruction, and Recovery (Continued)

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
	10	Students will demonstrate an understanding of culture, tradition, the environment, causality, change, and the community.	9. Identify current examples of Alabama's culture, laws, politics, economy, geography, and international relationships that originated during the period of the Civil War, Reconstruction, and Recovery.			
	10	Students will demonstrate an understanding of change, political structures, leadership, and laws.				
	10	Students will demonstrate an understanding of the division of labor, industrialization, conservation, natural resources, taxation, income, change, goods and services, capital, and interdependence.				
	10	Students will demonstrate the ability to read and interpret maps, posters, and documents.				

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Alabama and the New South (1875-1900)

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
9		Students will understand the relationship between the people of Alabama and their political system with emphasis on state and local government.	1. Explain the relationship between geography, industrial growth, and the rise of boom towns.			
9		Students will understand the effects of climate, landforms, and natural resources on the development of Alabama.	2. Analyze the effects of the sharecrop system on the lifestyle of the people involved with the system.			
9		Students will understand the influences of economic forces, the development of the free enterprise system, and the influences of international economic forces on the development of Alabama.	3. Explain the relationship between geographic factors and the decline of agriculture in the New South.			
	10	Students will demonstrate an understanding of change, causality, cities, industrialization, and political structures and documents.	4. Relate political changes to social changes in the New South.			
	10	Students will demonstrate an understanding of change, political structures, leadership, and laws.	5. Compare the economies in various regions of Alabama.			
	10	Students will demonstrate an understanding of the division of labor, industrialization, conservation, natural resources, taxation, income, change, goods and services, capital, and interdependence.	6. Explain the economic development and industrial growth in Alabama during the post-Civil War period prior to the Twentieth Century.			

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Alabama in the Twentieth Century

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
9		Students will understand the relationship between the people of Alabama and their political system with emphasis on state and local government.	1. Describe the interrelationship between geographic features and economic life in Alabama.			
9		Students will understand the influences of international forces on life in Alabama.	2. Describe the principles of democracy and the system of checks and balances as they are found in the United States Constitution and the Alabama Constitution of 1901.			
9		Students will understand the effects of climate, landforms, and natural resources on the development of Alabama.	3. Describe and analyze the response of the state government to the problems of the Depression.			
9		Students will understand the influences of economic forces, the development of the free enterprise system, and the influences of international economic forces on the development of Alabama.	4. Describe and analyze the changing nature of politics in Alabama following World War II. 5. Describe the impact of the Depression on life in Alabama.			
9		Students will understand the effects of current issues and events on life in Alabama.	6. Analyze the effect of the Tennessee Valley Authority on the economy of North Alabama.			
	10	Students will demonstrate an understanding of culture, tradition, the environment, causality, change, and the community.	7. Compare the development of science and technology after World War I with the development of science and technology after World War II.			
	10	Students will demonstrate an understanding of change, political structures, leadership, and laws.	8. Describe and analyze the impact of economic growth on the way of life in Alabama.			

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
	10	Students will demonstrate an understanding of the division of labor, industrialization, conservation, natural resources, taxation, income, change, goods and services, capital, and interdependence.				
	10	Students will demonstrate the ability to read and interpret maps, posters, and documents.				

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Local History and Community Studies

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
9		Students will understand the relationship between the people of Alabama and their political system with emphasis on state and local government.	1. Identify international influences found in the community, and explain their impact on the local economy and culture.			
9		Students will understand the influences of international forces on life in Alabama.	2. Define the system of government in the community, and compare it with other types of government in nearby local communities and in the state of Alabama.			
9		Students will understand the interrelationships among social, geographical, political, anthropological, and economic forces on the development of Alabama culture.	3. Identify on different types of maps the landforms and natural resources found in the local community and county, and explain their combined impact on the local economy and on the development of Alabama.			
9		Students will understand the effects of climate, landforms, and natural resources on the development of Alabama.				
9		Students will understand the influences of economic forces, the development of the free enterprise system, and the influences of international economic forces on the development of Alabama.				
	10	Students will demonstrate an understanding of culture, change, causality, the community, rules, and values.				

461 462

SOCIAL STUDIES: Alabama History - Grade 9 AREA: Local History and Community Studies (Continued)

C OF S	STAN	ORIGINAL SOURCES	STUDENT OUTCOMES	BAS	STAN	ADV
	10	Students will demonstrate an understanding of culture, tradition, the environment, causality, change, and the community.				
	10	Students will demonstrate an understanding of the division of labor, industrialization, conservation, natural resources, taxation, income, change, goods and services, capital, and interdependence.				
	10	Students will demonstrate the ability to read and interpret maps, posters, and documents.				